

Winter Edition 2022



WINTER 2022

2022-2023 Catalog

Los Angeles Campus (Main)

12215 Victory Boulevard
North Hollywood, CA 91606
(818) 299-5500

Center for Graduate Studies (Branch)

590 North Vermont Avenue
Los Angeles, CA 90004
(818) 299-5500

Orange County Campus (Branch)

1477 S. Manchester Avenue
Anaheim, CA 92802
(714) 782-1700

Orange County (Learning Site)

2411 West La Palma Avenue
Anaheim, CA 92801
(714) 782-1717

Ontario Campus (Branch)

2855 East Guasti Road
Ontario, CA 91761
(909) 467-6100

Texas Campus (Branch)

2323 North Central Expressway
Richardson, TX 75080
(214) 453-4533

Miami Campus (Branch)

9250 NW 36th Street
Doral, FL 33178
(786) 501-7070

www.westcoastuniversity.edu

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(Supersedes prior catalog dated July 1, 2022 - December 31, 2022)

UNIVERSITY ADMINISTRATION | 151 Innovation Drive Irvine, CA 92617-3040 | Phone (949) 783-4800 | Fax (949) 783-4801

FROM THE PRESIDENT

Congratulations on your decision to pursue higher education and for making this important investment in your future. For over a century, West Coast University (WCU) has helped students pursue their educational and professional dreams. Our focus on our students and our commitment to educational excellence and social responsibility is unwavering. Our University is recognized for its success in developing aspiring professionals who lead rewarding lives in service to others, their community and around the globe.

Our WCU community embraces cultural diversity. I encourage you to use your interactions within our community to better understand and learn from the aspects that make us unique as well as the commonalities that bring us together. Understanding brings acceptance and fellowship, and better prepares our students for their future careers.

We are committed to supporting you through your educational journey. Ours is a community centered on students' success, providing you with hands-on experiences, innovative approaches to learning, and valuable connections for successful careers.

To support you in this educational process, we have recruited faculty and dedicated support team members. We provide technologically advanced and well-equipped campuses as learning hubs. We focus on supporting all students in the educational journey. And, fundamentally, we believe we are not successful unless you are successful.

It is important to remember that there are no shortcuts to getting an outstanding education. We believe you will benefit most if you *earn* your education through hard work and engaged learning, and in so doing, you will develop the competencies and confidence so needed in our ever changing world.

Welcome to one of the most exciting and fulfilling journeys of your life!

Sincerely,

Ward Ulmer

Co-President, West Coast University

STATEMENT OF OWNERSHIP

West Coast University is owned and operated by West Coast University, Inc., a California Corporation located at 151 Innovation Drive, Irvine, CA 92617-3040.

The Texas and Miami Campuses of West Coast University are branches of:

West Coast University (Main Campus)

12215 Victory Boulevard
North Hollywood, CA 91600
(818) 299-5500

The WCU logo contains emblems symbolizing:

Knowledge (*book*) | Success (*stairs*) | Desire to Learn (*torch*) | Growth (*leaves*)

TRUE AND CORRECT STATEMENT

West Coast University makes every effort to ensure accuracy of the information contained in this catalog. Some policies, rules, procedures, and regulations may change and therefore alter the information during this catalog period. The University reserves the right to change policies, regulations, fees, and course of instruction upon direction of the West Coast University Administration and its Chief Executive Officer. The most current and complete information on any changes is available from the campus Executive Director. The information contained in this catalog is true and correct to the best of my knowledge.

President

PROGRAM OR POLICY CHANGES

West Coast University has the right, at its discretion, to make reasonable changes in program content, class schedules, policies, procedures, materials and equipment, as it deems necessary in the interest of improving the students' educational experience. When class size or curriculum warrant, classes may be combined. When federal, state, accreditation, or professional changes occur that affect students currently in attendance, the institution will make the appropriate changes and notify the students accordingly.

TITLE IX SAFETY AND EDUCATION REQUIREMENT

All students must take and complete a non-credit four module Title IX training by the end of their first term/semester (whichever comes first).

STATE REGULATORY DISCLOSURES

CALIFORNIA REGULATORY DISCLOSURES

West Coast University is a private institution approved to operate by the California Bureau of Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11U.S.C. Sec. 1101 et seq.).

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.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, www.bppe.ca.gov, (888) 370- 7589 or by fax (916) 263-1897

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

TEXAS REGULATORY DISCLOSURE

The Texas Campus has been granted a Certificate of Authorization to offer Bachelor degree programs from the Texas Higher Education Coordinating Board (THECB).

Texas Higher Education Coordinating Board (THECB)

1200 East Anderson Lane,
Austin, TX 78711-2788
(512) 427-6101
www.thecb.state.tx.us

FLORIDA REGULATORY DISCLOSURES

West Coast University is a private institution licensed by the Florida Commission for Independent Education, License #5014.

West Coast University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the

Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 244-6684.

Any questions a student may have regarding this catalog should first be directed to the Student Affairs department at the campus. Questions that have not been satisfactorily answered by the institution may be directed to the WASC Senior College and University Commission, 985 Atlantic Avenue, Suite #100, Alameda, CA 94501, (510) 748-9001.

INFORMATION FOR OUT-OF-STATE STUDENTS

Information for out-of-state students can be found at the link below:

[Grievance-Information-Out-of-State-Students.pdf](#)

ACCREDITATION AND APPROVALS

Program	Accreditor	Address	Disclosure / Other Information
Institutional Accreditation	WASC Senior College and University Commission	1001 Marina Village Parkway Suite 402 Alameda, CA 94501 (510) 748-9001 Website: www.wscuc.org/	West Coast University is accredited by WASC Senior College and University Commission (WSCUC), a regional accreditation body recognized by the U.S. Department of Education (USDOE) and the Council on Higher Education Accreditation (CHEA).
			<p>Original Accreditation: January 1963 to March 1997</p> <p>New Grant: November 4, 2011</p>
Bachelor of Science, Dental Hygiene (BSDH)	Commission on Dental Accreditation (CODA)	211 East Chicago Avenue Chicago, IL 60611-2678 800-621-8099 or (312) 440-4653 Website: www.ada.org	The Dental Hygiene program offered at the Orange County campus is accredited by the Commission on Dental Accreditation (CODA).
Bachelor of Science Nursing (BSN)	Commission on Collegiate Nursing Education (CCNE)	655 K Street Suite 750 Washington DC 20001 (202) 877-6791 Website: www.ccneaccreditation.org	The baccalaureate degree program in nursing at West Coast University is accredited by the Commission on Collegiate Nursing Education

Master of Science Nursing (MSN)	Commission on Collegiate Nursing Education (CCNE)	655 K Street Suite 750 Washington DC 20001 (202) 877-6791 Website: www.ccneaccreditation.org	(www.ccneaccreditation.org). The master's degree program in nursing at West Coast University is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).
Post-Graduate APRN Certificate Program	Commission on Collegiate Nursing Education (CCNE)	655 K Street Suite 750 Washington DC 20001 (202) 877-6791 Website: www.ccneaccreditation.org	The post-graduate APRN certificate program at West Coast University is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).
Bachelor of Science, Nursing (BSN and LVN-BSN)	California Board of Registered Nursing (BRN)	1747 North Market Boulevard Suite 150 Sacramento, CA 95834 (916) 322-3350 Website: www.rn.ca.gov	The nursing pre-licensure (LVN to BSN and BSN) programs offered at West Coast University are approved by the California Board of Registered Nursing.
Bachelor of Science, Nursing	Texas Board of Nursing (TBON)	333 Guadalupe #3-460 Austin, TX 78701 Website: www.bon.state.tx.us.com	West Coast University is approved by the Texas Board of Nursing for the

(BSN and LVN-
BSN)

pre-licensure nursing
(BSN) programs.

Bachelor of
Science,
Nursing
(BSN and LPN-
BSN)

Florida
Board of
Nursing

4052 Bald Cypress Way
Bin C-10
Tallahassee, FL 32399-3252
(850) 245-4125
Website:floridasnursing.gov

Master of
Science,
Occupational
Therapy
(MSOT-CA)

Accreditation
Council
of
Occupational
Therapy
(ACOTE)

6116 Executive Boulevard
Suite 200
North Bethesda, MD 20852-4929
(301) 652-2682
Website:www.aota.org/Educate/Accredit.aspx

The entry-level MSOT
Program at WCU
received accreditation in
December 11, 2014
from the Accreditation
Council for Occupational
Therapy Education
(ACOTE) of the
American Occupational
Therapy Association
(AOTA), located at 6116
Executive Boulevard,
Suite 200, North
Bethesda, MD 20852-
4929. ACOTE's
telephone number c/o
AOTA is 301-652-2682,
and their web address is
www.acoteonline.org

Program graduates will
be eligible to sit for the
national certification
examination for the
occupational therapist
administered by the
National Board for

Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, states require licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

<p>Master of Science, Occupational Therapy (MSOT-TX)</p>	<p>Accreditation Council of Occupational Therapy (ACOTE)</p>	<p>6116 Executive Boulevard Suite 200 North Bethesda, MD 20852-4929 (301) 652-2682 Website:www.aota.org/Educate/Accredit.aspx</p>
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The WCU entry-level occupational therapy master's degree (MSOT) program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) or the American Occupational Therapy Association (AOTA) , located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's

telephone number c/o
AOTA is (301) 652-
AOTA and its Web
address is
www.acoteonline.org
. The program must be
granted Candidacy
Status, have a
preaccreditation review,
complete an on-site
evaluation and be
granted Accreditation
Status before its
graduates will be
eligible to sit for the
national certification
examination for the
occupational therapist
administered by the
National Board for
Certification in
Occupational Therapy
(NBCOT). After
successful completion of
this exam, the individual
will be an Occupational
Therapist, Registered
(OTR). In addition, all
states require licensure
in order to practice;
however, state licenses
are usually based on the
results of the NBCOT
Certification
Examination. Note that
a felony conviction may
affect a student's ability

Doctorate of Science, Occupational Therapy (OTD)	Accreditation Council of Occupational Therapy (ACOTE)	6116 Executive Boulevard Suite 200 North Bethesda, MD 20852-4929 (301) 652-2682 Website: www.aota.org/Educate/Accredit.aspx
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to sit for the NBCOT certification examination or attain state licensure.

West Coast University's Doctor of Occupational therapy program received accreditation on July 26, 2019 from the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA), at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-2682, and their web address is acoteonline.org.

Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT), Inc. After

<p>Doctor of Physical Therapy (DPT)</p>	<p>Commission on Accreditation in Physical Therapy Education (CAPTE)</p>	<p>1111 North Fairfax Street Alexandria, VA 22314 (703) 706-3245 Email: accreditation@apta.org Website: www.capteonline.org/Home.aspx</p>	<p>successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Though most states require licensure in order to practice, the state licenses are usually contingent on successful passage of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination as well as eligibility to obtain state licensure.</p>
			<p>Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination, which is required in all states.</p>
			<p>The Doctor of Physical Therapy program at West Coast University is accredited by the Commission on</p>

Doctor of Pharmacy (PharmD)	Accreditation Council for Pharmacy Education (ACPE)	190 South LaSalle Street Suite 2850, Chicago, IL 60503-4810 312-644-3575 Fax: 866-228-2643 Website: www.acpe-accredit.org
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Accreditation in Physical
Therapy Education
(CAPTE), 3030 Potomac
Avenue, Suite 100,
Alexandria, VA, 22305;
Telephone: 703-684-
2782; email:
accreditation@apta.org;
website
www.capteonline.org

**Programmatic
Accreditation**
West Coast University
School of Pharmacy's
Doctor of Pharmacy
program is accredited
by the Accreditation
Council for Pharmacy
Education, 190 South
LaSalle Street, Suite
2850, Chicago, IL 60603-
4810, 312-644-3575; fax:
866-228-26431; website
www.acpe-accredit.org

**Accreditation
Disclosure**
The Accreditation
Council for Pharmacy
Education (ACPE)
accredits Doctor of
Pharmacy programs
offered by Colleges and
Schools of Pharmacy in

the United States and selected non-US sites.

For a Doctor of Pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation generally involves three steps; Precandidate status, Candidate status and Accredited status.

Precandidate status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Precandidate status is awarded to a new program of a College or School of Pharmacy that has not yet enrolled students in the professional program and authorizes the School to admit its first class.

Candidate status is awarded to a Doctor of Pharmacy program that has students enrolled but has not yet had a graduating class.

Accredited status is awarded to a program

that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having Candidate status have the same rights and privileges of those graduates from a fully accredited program. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules. The Doctor of Pharmacy program of the West Coast School of Pharmacy was awarded Accredited status during the June 20-24, 2018, meeting of the ACPE Board of Directors based upon an on-site

evaluation conducted April 3-5, 2018, and discussion with University and School officials.

PLEASE NOTE THAT LICENSURE TO PRACTICE AS A PHARMACIST IS REQUIRED IN EVERY STATE. HOWEVER, THE EXAM AND LICENSURE REQUIREMENTS VARY BY STATE. IT IS YOUR RESPONSIBILITY TO RESEARCH THE REQUIREMENTS IN THE STATE IN WHICH YOU PLAN TO PRACTICE.

<p>Master of Physician Assistant (MPA) - TX</p>	<p>Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)</p>	<p>3325 Paddocks Parkway Suite 345 Suwanee, Georgia 30024 (770) 476-1224 Website:www.arc-pa.org</p>
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The ARC-PA has granted *Accreditation-Provisional* status to the West Coast University Physician Assistant Program sponsored by West Coast University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not

yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation. Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at www.arc-pa.org/accreditation-history-west-coast-university/

To become a certified PA (PA-C), one must pass the Physician Assistant National Certifying Exam

(PANCE). In addition, students must obtain state medical board registration/licensure. The licensure requirements will vary from state to state.

A PA may not begin working as a Physician Assistant in most states until he/she has successfully passed the Physician Assistant National Certifying Examination (PANCE) AND has been licensed/registered by the state in which they practice. There may be exceptions for certain state licensures or for federal employment, such as the military and Veterans Administration. Failure to complete all necessary steps may constitute practicing medicine without a medical license. Upon graduation, students are responsible for ensuring they obtain all required licenses and certifications. West Coast University is not responsible for

registration or licensing; the student is solely responsible for all such requirements and verifying proper authorizations to practice medicine have been obtained.

Doctor of Nursing Practice (DNP) Commission on Collegiate Nursing Education (CCNE) 655 K Street Suite 750 Washington DC 20001 (202) 877-6791 Website:www.aacnnursing.org/CCNE

Associate Degree in Nursing (ADN) NLN Commission for Nursing Education Accreditation (CNEA) 2600 Virginia Avenue, NW Washington, DC 20037 (202) 909-2526 Website: cnea.nln.org

West Coast University Associate Degree in Nursing program holds preaccreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20037. 800-669-1656. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received.

Master of Speech Language Pathology(MSLP) Council on Academic Accreditation in Audiology

The Master’s of Speech Language Pathology (M.S.L.P.) education program in speech-language pathology

and
Speech-
Language
Pathology
(CAA)

distance education program at West Coast University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

Master of Physician Assistant (MPA) - CA
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
3325 Paddocks Parkway Suite 345
Suwanee, Georgia 30024
(770) 476-1224
Website: www.arc-pa.org

The ARC-PA has granted *Accreditation-Provisional* status to the West Coast University Physician Assistant Program sponsored by West Coast University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as

planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation. Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at www.arc-pa.org/accreditation-history-west-coast-university/

To become a certified PA (PA-C), one must pass the Physician

Assistant National
Certifying Exam
(PANCE). In addition,
students must obtain
state medical board
registration/licensure.
The licensure
requirements will vary
from state to state.

A PA may not begin
working as a Physician
Assistant in most states
until he/she has
successfully passed the
Physician Assistant
National Certifying
Examination (PANCE)
AND has been licensed/
registered by the state
in which they practice.
There may be
exceptions for certain
state licensures or for
federal employment,
such as the military and
Veterans Administration.
Failure to complete all
necessary steps may
constitute practicing
medicine without a
medical license. Upon
graduation, students are
responsible for ensuring
they obtain all required
licenses and
certifications. West

Coast University is not responsible for registration or licensing; the student is solely responsible for all such requirements and verifying proper authorizations to practice medicine have been obtained.

PROGRAMS BY CAMPUS LOCATION

	Los Angeles Campus	Orange County Campus	Online Campus*	Ontario Campus	Center for Graduate Studies	Miami Campus	Texas Campus
Undergraduate Programs							
Associate Degree in Nursing (ADN)						X	
Bachelor of Science in Dental Hygiene (BSDH)		X					
Bachelor of Science in Nursing (BSN)	X	X		X		X	X
LVN/LPN to Bachelor of Science in Nursing (BSN)	X	X		X		X	X
RN to Bachelor of Science in Nursing (BSN)			X				
Bachelor of Science, Business Administration (BSBA)			X				
BSBA - Health Administration and Leadership Track			X				
Bachelor of Science in Health Administration (BSHA)			X				

BSHA - Finance Track	X
BSHA - Strategic Management Track	X
Graduate Programs	
Master of Business Administration (MBA)	X
MBA - Project Management Track	X
MBA - Health Administration & Leadership Track	X
MBA - Public Health Track	X
Health Administration (MHA)	X
MHA - Organizational Leadership Track	X
MHA - Project Management Track	X
MHA - Public Health Track	X
Master of Public Health	X
Master of Science in Nursing (MSN)	

MSN - Nurse Educator Track	X
MSN - Family Nurse Practitioner Track	X
MSN - Generalist Track	X
MSN - Informatics Track	X
MSN - Nurse Leader Track	X
RN to Master of Science in Nursing (MSN)	
RN to MSN - Adult-Gerontology Acute Care Nurse Practitioner Track	X
RN to MSN - Adult-Gerontology Primary Care Nurse Practitioner Track	X
RN to MSN - Family Nurse Practitioner Track	X
RN to MSN - Nurse Educator Track	X
RN to MSN - Informatics Track	X
RN to MSN - Nurse Leader Track	X

RN to MSN - Psychiatric - Mental Health Nurse Practitioner Track	X		
Master of Science in Occupational Therapy (MSOT) - CA		X	
Master of Science in Occupational Therapy (MSOT) - TX			X
Occupational Therapy Doctorate (OTD)		X	
Doctor of Physical Therapy (DPT)		X	
Master of Physician Assistant (MPA)		X	X
Doctor of Pharmacy (PharmD)		X	
Speech Language Pathology (MSLP)	X		
Post-Master's Certificate Programs			
Adult-Gerontology Acute Care Nurse Practitioner <i>(Post-Master's)</i>	X		

Adult-Gerontology Primary Care Nurse Practitioner <i>(Post-Master's)</i>	X
Family Nurse Practitioner <i>(Post-Master's)</i>	X
Nurse Educator <i>(Post-Master's)</i>	X
Nurse Informatics <i>(Post-Master's)</i>	X
Nurse Leader <i>(Post-Master's)</i>	X
Psychiatric - Mental Health Nurse Practitioner <i>(Post-Master's)</i>	X

**Distance education programs are offered through the Orange County and Texas campus locations.*

The following programs are no longer offered at West Coast University, effective May 20, 2015:

- Nursing, MSN Clinical Nurse Leader Track
- Nursing, MSN Strategic Innovation Management Track

ACADEMIC CALENDAR

West Coast University's academic calendars are tailored to each program.

Undergraduate and graduate programs are on semester or trimester calendars. Some programs consist of semester or trimesters with two terms.

An academic calendar week begins on Monday and ends on Sunday.

Courses begin the first week of the program academic calendar as scheduled by the Registrar.

PHARMACY PROGRAM ACADEMIC CALENDAR

	Start Date	Add/Drop Deadline	Withdrawal Date	End Date	Holidays
Spring Semester 2022	Monday, January 3, 2022	Tuesday, January 11, 2022	Thursday, March 3, 2022	Sunday, April 24, 2022	<i>Martin Luther King, Jr. Day, Monday, January 17, 2022</i>
					<i>President's Day, Monday, February 21, 2022</i>
					<i>Spring Break, Friday - Monday, March 18-21, 2022</i>
Summer Semester 2022	Monday, April 25, 2022	Tuesday, May 3, 2022	Thursday, June 23, 2022	Sunday, August 14, 2022	<i>Independence Day, Monday - Tuesday, July 4-5, 2022</i>
Fall Semester 2022	Monday, August 15, 2022	Tuesday, August 23, 2022	Thursday, October 13, 2022	Sunday, December 18, 2022	<i>Labor Day, Monday, September 5, 2022</i>
					<i>Thanksgiving Break, Thursday - Sunday, November 24-27, 2022</i>
					<i>Intermission, Monday - Sunday, December 19, 2022 - January , 2023</i>

Spring Semester 2023	Monday, January 2, 2023	Tuesday, January 10, 2023	Thursday, March 2, 2023	Sunday, April 23, 2023	<i>Martin Luther King, Jr. Day</i> , Monday, January 16, 2023
					<i>President's Day</i> , Monday, February 20, 2023
					<i>Spring Break</i> , Friday - Monday, March 17-20, 2023
Summer Semester 2023	Monday, April 24, 2023	Tuesday, May 2, 2023	Thursday, June 22, 2023	Sunday, August 13, 2023	<i>Memorial Day</i> , Monday, May 29, 2023 <i>Juneteenth Day</i> , Monday, June 19, 2023
					<i>Independence Day</i> , Monday - Tuesday, July 3-4, 2023
Fall Semester 2023	Monday, August 14, 2023	Tuesday, August 22, 2023	Thursday, October 12, 2023	Sunday, December 17, 2023	<i>Labor Day</i> , Monday, September 4, 2023
					<i>Thanksgiving Break</i> , Thursday - Sunday, November 23-26, 2023
					<i>Intermission</i> , Monday - Sunday, December 18 - 31, 2023
Spring Semester 2024	Monday, January 1, 2024	Tuesday, January 9, 2024	Thursday, February 29, 2024	Sunday, April 21, 2024	<i>New Year's Day</i> , Monday, January 1, 2024
					<i>Martin Luther King, Jr. Day</i> , Monday, January 15, 2024

President's Day, Monday,
February 19, 2024

Spring Break, Friday -
Monday, March 22-25,
2024

Summer Semester 2024	Monday, April 22, 2024	Tuesday, April 30, 2024	Thursday, June 20, 2024	Sunday, August 11, 2024	<i>Memorial Day</i> , Monday, May 27, 2024 <i>Juneteenth Day</i> , Monday, June 19, 2024
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Independence Day,
Thursday - Friday, July 4-
5, 2024

Fall Semester 2024	Monday, August 19, 2024	Tuesday, August 27, 2024	Thursday, October 17, 2024	Sunday, December 22, 2024	<i>Labor Day</i> , Monday, September 2, 2024
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Thanksgiving Break, Thursday - Sunday,
November 28 -
December 1, 2024

Intermission, Monday -
Sunday, December 23,
2024 - January 5, 2025

Spring Semester 2025	Monday, January 6, 2025	Tuesday, January 14, 2025	Thursday, March 6, 2025	Sunday, April 27, 2025	<i>Martin Luther Jr. King Day</i> , Monday, January 20, 2025
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President's Day, Monday,
February 17, 2025

Spring Break, Friday -
Monday, March 21-24,
2025

Summer Semester 2025	Monday,	Tuesday,	Thursday,	Sunday,	<i>Memorial Day</i> , Monday, May 26, 2025 <i>Juneteenth Day</i> , Thursday, June 19, 2025
	April 28, 2025	May 6, 2025	June 26, 2025	August 17, 2025	
					<i>Independence Day</i> , Friday, July 4, 2025
Fall Semester 2025	Monday,	Tuesday,	Thursday,	Sunday,	<i>Labor Day</i> , Monday, September 1, 2025 <i>Thanksgiving Break</i> , Thursday - Sunday, November 27-30, 2025
	August 18, 2025	August 26, 2025	October 16, 2025	December 21, 2025	
					<i>Intermission</i> , Monday - Sunday, December 22, 2025 - January 4, 2026
Spring Semester 2026	Monday,	Tuesday,	Thursday,	Sunday,	<i>Martin Luther King Jr. Day</i> , Monday, January 19, 2026 <i>President's Day</i> , Monday, February 16, 2026
	January 5, 2026	January 13, 2026	March 5, 2026	April 26, 2026	
					<i>Spring Break</i> , Friday - Monday, March 20-23, 2026
Summer Semester 2026	Monday,	Tuesday,	Thursday,	Sunday,	<i>Memorial Day</i> , Monday, May 25, 2026 <i>Juneteenth Day</i> , Friday, June 19, 2026
	April 27, 2026	May 5, 2026	June 25, 2026	August 16, 2026	
					<i>Independence Day</i> ,

Friday, July 3, 2026

Fall Semester 2026	Monday, August 17, 2026	Tuesday, August 25, 2026	Thursday, October 15, 2026	Sunday, December 20, 2026	<i>Labor Day</i> , Monday, September 7, 2026
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Thanksgiving Break,
Thursday - Sunday,
November 26-29, 2026

Intermission, Monday -
Sunday, December 21,
2026 - January 3, 2027

Spring Semester 2027	Monday, January 4, 2027	Tuesday, January 12, 2027	Thursday, March 4, 2027	Sunday, April 25, 2027	<i>Martin Luther King Jr. Day</i> , Monday, January 18, 2027
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President's Day, Monday,
February 15, 2027

Spring Break, Friday -
Monday, March 26-29,
2027

Summer Semester 2027	Monday, April 26, 2027	Tuesday, May 4, 2027	Thursday, June 24, 2027	Sunday, August 15, 2027	<i>Memorial Day</i> , Monday, May 31, 2027 <i>Juneteenth Day</i> , Friday, June 18, 2027
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Independence Day,
Monday, July 5, 2027

Note: Students who are entering the APPE (4th year) of the PharmD program will be subject to the following policies:

1. Students who are not actively enrolled into an APPE block and will not be academically engaged for more than 45 calendar days will be withdrawn unless they apply for an Administrative Leave of

Absence. All applicable Leave of Absence policies will apply. Students should review the Leave of Absence section of the University catalog for more details.

- Students who will not be actively enrolled into an APPE block and will not be academically engaged for up to 45 days will be withdrawn unless they resubmit a Letter of Intent to Return form to the campus financial aid department. The Letter of Intent to Return form must be received prior to the last date of attendance in the immediately preceding term.

Some APPE blocks may be split amongst two semesters using two separate course codes. In these instances, students will be awarded the full course credit for the longer of the two courses. The short APPE course will receive the identical grade, however, no credits will be earned for this course. In the event that two APPE blocks are equal in length, the credit will be awarded to the second block, chronologically.

GRADUATE PRE-LICENSURE ACADEMIC CALENDAR

This Academic Calendar supports the following programs:

- Master of Science, Occupational Therapy (MSOT) (CA and TX)
- Occupational Therapy Doctorate (OTD)
- Doctor of Physical Therapy (DPT)
- Master of Physician Assistant (MPA)
- Master of Speech Language Pathology (MSLP)

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
Spring 2022	Monday, January 10, 2022	Tuesday, January 18, 2022	Thursday, March 10, 2022	Sunday, April 24, 2022	<i>Martin Luther King Jr. Day</i> , Monday, January 17, 2022
					<i>President's Day</i> , Monday, February 21, 2022
					<i>Intermission</i> , Monday- Sunday, April 25, 2022- May 8, 2022
Summer 2022	Monday, May 9, 2022	Tuesday, May 17, 2022	Thursday, July 7, 2022	Sunday, August 21, 2022	<i>Memorial Day</i> , Monday May 30, 2022
					<i>Juneteenth Day - Observed</i> , Monday, June 20, 2022
					<i>Independence</i>

Day, Monday-Tuesday, July 4-5, 2022

Intermission, Monday-Sunday, August 22, 2022-September 4, 2022

Monday, September 5, 2022
 Tuesday, September 13, 2022
 Thursday, November 3, 2022
 Sunday, December 18, 2022

Labor Day, Monday, September 5, 2022

Thanksgiving Holiday, Thursday-Sunday, November 24-27, 2022

Intermission, Monday-Sunday, December 19, 2022-January 8, 2023

Spring 2023

Monday, January 9, 2023
 Tuesday, January 17, 2023
 Thursday, March 9, 2023
 Sunday, April 23, 2023

Martin Luther King Jr. Day, Monday, January 16, 2023

President's Day, Monday, February 20, 2023

Intermission, Monday-Sunday, April 24, 2023-May 7, 2023

Summer 2023

Monday, May 8, 2023
 Tuesday, May 16, 2023
 Thursday, July 6, 2023
 Sunday, August 20, 2023

*Memorial Day, Monday, May 29, 2023
 Juneteenth Day, Monday, June 19, 2023*

Independence Day, Monday - Tuesday, July 3-4, 2023

Intermission, Monday-Sunday, August 21, 2023-

September 3, 2023

Fall 2023	Monday, September 4, 2023	Tuesday, September 12, 2023	Thursday, November 2, 2023	Sunday, December 17, 2023	<i>Labor Day</i> , Monday, September 4, 2023
					<i>Thanksgiving Break</i> , Thursday-Sunday, November 23-26, 2023

Intermission, Monday -
Sunday, December 18,
2023 - January 7, 2024

Spring 2024	Monday, January 8, 2024	Tuesday, January 16, 2024	Thursday, March 7, 2024	Sunday, April 21, 2024	<i>Martin Luther King, Jr. Day</i> , January 15, 2024

President's Day, Monday,
February 19, 2024

Intermission, Monday -
Sunday, April 22 -May 5,
2024

Summer 2024	Monday, May 6, 2024	Tuesday, May 14, 2024	Thursday, July 4, 2024	Sunday, August 18, 2024	<i>Memorial Day</i> , Monday, May 27, 2024 <i>Juneteenth Day</i> , Wednesday, June 19, 2024

Independence Day,
Thursday - Friday, July 4-5,
2024

Intermission, Monday -
Sunday, August 19 -
September 1, 2024

Fall 2024	Monday, September 2, 2024	Tuesday, September 10, 2024	Thursday, October 31, 2024	Sunday, December 15, 2024	<i>Labor Day</i> , Monday, September 2, 2024 <i>Thanksgiving Break</i> , Thursday - Sunday, November 28 - December 1, 2024 <i>Intermission</i> , Monday - Sunday, December 16, 2024 - January 5, 2025
	Monday, January 6, 2025	Tuesday, January 14, 2025	Thursday, March 6, 2025	Sunday, April 20, 2025	<i>Martin Luther King, Jr. Day</i> , Monday, January 20, 2025 <i>President's Day</i> , Monday, February 17, 2025 <i>Intermission</i> , Monday - Sunday, April 21 - May 4, 2025
	Monday, May 5, 2025	Tuesday, May 13, 2025	Thursday, July 3, 2025	Sunday, August 17, 2025	<i>Memorial Day</i> , Monday, May 26, 2025 <i>Juneteenth</i> <i>Day</i> , Thursday, June 19, 2025 <i>Independence Day</i> , Thursday - Friday, July 3-4, 2025 <i>Intermission</i> , Monday - Sunday, August 18-31, 2025
Fall 2025	Monday, September 1, 2025	Tuesday, September 9, 2025	Thursday, October 30, 2025	Sunday, December 14, 2025	<i>Labor Day</i> , Monday, September 1, 2025

Thanksgiving Break,
Thursday - Sunday,
November 27-30, 2025

Intermission, Monday -
Sunday, December 15,
2025 - January 4, 2026

Spring 2026	Monday, January 5, 2026	Tuesday, January 13, 2026	Thursday, March 5, 2026	Sunday, April 19, 2026	<i>Martin Luther King, Jr. Day,</i> Monday, January 19, 2026
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President's Day, Monday,
February 16, 2026

Intermission, Monday -
Sunday, April 30 - May 3,
2026

Summer 2026	Monday, May 4, 2026	Tuesday, May 12, 2026	Thursday, July 3, 2026	Sunday, August 16, 2026	<i>Memorial Day, Monday,</i> May 25, 2026 <i>Juneteenth Day, Friday, June 19, 2026</i>
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Independence Day,
Thursday - Friday, July 2-3,
2026

Intermission, Monday -
Sunday, August 17-30,
2026

Fall 2026	Monday, August 31, 2026	Tuesday, September 8, 2026	Thursday, October 29, 2026	Sunday, December 13, 2026	<i>Labor Day, Monday,</i> September 7, 2026
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Thanksgiving Break,
Thursday - Sunday,
November 26-29, 2026

Intermission, Monday -

Sunday, December 14,
2026 - January 11, 2027

**Spring
2027** Monday, Tuesday, Thursday, Sunday,
January 11, January 19, March 11, April 25,
2027 2027 2027 2027

Martin Luther King Jr. Day,
Monday, January 18, 2027

President's Day, Monday,
February 15, 2027

Intermission, Monday -
Sunday, April 26 - May 9,
2027

**Summer
2027** Monday, Tuesday, Thursday, Sunday,
May 10, May 18, July 8, 2028 August 22,
2027 2027 2027

Memorial Day, Monday,
May 31, 2027 *Juneteenth*
Day, Friday, June 18, 2027

Independence Day,
Monday, July 5, 2027

Intermission, Monday -
Sunday, August 23 -
September 5, 2027

**Fall
2027** Monday, Tuesday, Thursday, Sunday,
September September November 4, December
6, 2027 14, 2027 2027 19, 2027

Labor Day, Monday,
September 6, 2027

Thanksgiving Break,
Thursday - Sunday,
November 25 -28, 2027

Intermission, Monday -
Sunday, December 20,
2027 - January 9, 2028

**Spring
2028** Monday, Tuesday, Thursday, Sunday,
January 10, January 17, March 9, April 23,
2028 2028 2028 2028

Martin Luther King Jr. Day,
Monday, January 17, 2028

President's Day, Monday,
February 21, 2028

Intermission, Monday -
Sunday, April 24 - May 7,
2028

Summer 2028	Monday, May 8, 2028	Tuesday, May 16, 2028	Thursday, July 6, 2028	Sunday, August 20, 2028	<i>Memorial Day</i> , Monday, May 29, 2028 <i>Juneteenth Day</i> , Monday, June 19, 2028

Independence Day,
Monday, July 5, 2028

Intermission, Monday -
Sunday, August 23 -
September 5, 2028

NURSING (BSN, LVN/LPN-BSN), AND DENTAL HYGIENE (BSDH) ACADEMIC CALENDAR

This Academic Calendar supports the following programs:

- Bachelor of Science, Nursing (BSN & LVN/LPN-BSN)
- Dental Hygiene (BSDH)

Undergraduate: Each term in the programs are ten-week terms. On-ground classes typically begin the first Monday of the term. Courses offered in a blended delivery format typically begin on the first day (Monday) of the term and end on the last day (Sunday) of the term.

Nursing Clinicals: Nursing clinical courses follow the Academic Calendar. National holidays may be observed as long as the required contact hours are met by the end of the term, and are within the agreed upon schedule with Preceptors and Clinical sites.

Term	Class Start Date	Add/Drop Deadline	Withdrawal "W" Deadline	Class End Date	Holidays
Spring I 2022	Monday, January 24, 2022	Tuesday, February 1, 2022	Thursday, March 3, 2022	Sunday, April 3, 2022	<i>President's Day</i> , Monday, February 21, 2022

Spring II 2022	Monday, April 4, 2022	Tuesday, April 12, 2022	Thursday, May 12, 2022	Sunday, June 12, 2022	<i>Memorial Day</i> , Monday, May 30, 2022
Summer I 2022	Monday, June 13, 2022	Tuesday, June 21, 2022	Thursday, July 21, 2022	Sunday, August 21, 2022	<i>Juneteenth Day - Observed</i> , Monday, June 20, 2022 <i>Independence Day</i> , Monday - Tuesday, July 4-5, 2022
Fall I 2022	Monday, August 22, 2022	Tuesday, August 30, 2022	Thursday, September 29, 2022	Sunday, October 30, 2022	<i>Labor Day</i> , Monday, September 5, 2022
Fall II 2022	Monday, October 31, 2022	Tuesday, November 8, 2022	Thursday, December 8, 2022	Sunday, January 22, 2023	<i>Martin Luther King Day</i> , Monday, January 16, 2023
Spring I 2023	Monday, January 23, 2023	Tuesday, January 31, 2023	Thursday, March 2, 2023	Sunday, April 2, 2023	<i>President's Day</i> , Monday, February 20, 2023
Spring II 2023	Monday, April 3, 2023	Tuesday, April 11, 2023	Thursday, May 11, 2023	Sunday, June 11, 2023	<i>Memorial Day</i> , Monday, May 29, 2023
Summer I 2023	Monday, June 12, 2023	Tuesday, June 20, 2023	Thursday, July 20, 2023	Sunday, August 20, 2023	<i>Juneteenth Day, Monday</i> , <i>June 19, 2023</i> <i>Independence</i> <i>Day</i> , Tuesday, July 3-4, 2023
Fall I 2023	Monday, August 21, 2023	Tuesday, August 29, 2023	Thursday, September 28, 2023	Sunday, October 29, 2023	<i>Labor Day</i> , Monday, September 4, 2023
Fall II 2023	Monday, October 30, 2023	Tuesday, November 7, 2023	Thursday, December 7, 2023	Sunday, January 21, 2024	<i>Thanksgiving Break</i> , Thursday - Sunday, November 23-26, 2023 <i>Winter Break</i> , Monday - Wednesday, December 25, 2023 - January 3, 2024

					<i>Martin Luther King, Jr. Day,</i> Monday, January 15, 2024
Spring I 2024	Monday, January 22, 2024	Tuesday, January 30, 2024	Thursday, February 29, 2024	Sunday, March 31, 2024	<i>President's Day,</i> Monday, February 19, 2024
Spring II 2024	Monday, April 1, 2024	Tuesday, April 9, 2024	Thursday, May 9, 2024	Sunday, June 9, 2024	<i>Memorial Day,</i> Monday, May 27, 2024
Summer I 2024	Monday, June 10, 2024	Tuesday, June 18, 2024	Thursday, July 18, 2024	Sunday, August 18, 2024	<i>Juneteenth Day,</i> Wednesday, June 19, 2024 <i>Independence Day,</i> Thursday - Friday, July 4-5, 2024
Fall I 2024	Monday, August 19, 2024	Tuesday, August 27, 2024	Thursday, September 26, 2024	Sunday, October 27, 2024	<i>Labor Day,</i> Monday, September 2, 2024
Fall II 2024	Monday, October 28, 2024	Tuesday, November 5, 2024	Thursday, December 5, 2024	Sunday, January 19, 2025	<i>Winter Break,</i> Monday - Wednesday, December 23, 2024 - January 1, 2025
Spring I 2025	Monday, January 20, 2025	Tuesday, January 28, 2025	Thursday, February 27, 2025	Sunday, March 30, 2025	<i>Martin Luther King, Jr. Day,</i> Monday, January 20, 2025
Spring II 2025	Monday, March 31, 2025	Tuesday, April 8, 2025	Thursday, May 8, 2025	Sunday, June 8, 2025	<i>Memorial Day,</i> Monday, May 26, 2025
Summer I 2025	Monday, June 9, 2025	Tuesday, June 17, 2025	Thursday, July 17, 2025	Sunday, August 17, 2025	<i>Juneteenth Day,</i> Thursday, June 19, 2025 <i>Independence Day,</i> Thursday - Friday, July 3-4, 2025
Fall I 2025	Monday, August 18, 2025	Tuesday, August 26, 2025	Thursday, September 25, 2025	Sunday, October 26, 2025	<i>Labor Day,</i> Monday, September 1, 2025

Fall II 2025	Monday, October 27, 2025	Tuesday, November 4, 2025	Thursday, December 4, 2025	Sunday, January 18, 2026	<i>Thanksgiving Break,</i> Thursday - Sunday, November 27-30, 2026 <i>Winter Break, Monday - Sunday, December 22, 2025 -January 4, 2026</i>
Spring I 2026	Monday, January 19, 2026	Tuesday, January 27, 2026	Thursday, February 26, 2026	Sunday, March 29, 2026	<i>Martin Luther King, Jr. Day,</i> Monday, January 19, 2026
Spring II 2026	Monday, March 30, 2026	Tuesday, April 7, 2026	Thursday, May 7, 2026	Sunday, June 7, 2026	<i>Memorial Day, Monday, May 25, 2026</i>
Summer I 2026	Monday, June 8, 2026	Tuesday, June 16, 2026	Thursday, July 16, 2026	Sunday, August 16, 2026	<i>Juneteenth Day, Friday, June 19, 2026 Independence Day, Thursday - Friday, July 2-3, 2026</i>
Fall I 2026	Monday, August 17, 2026	Tuesday, August 25, 2026	Thursday, September 24, 2026	Sunday, October 25, 2026	<i>Labor Day, Monday, September 7, 2026</i>
Fall II 2026	Monday, October 26, 2026	Tuesday, November 3, 2026	Thursday, December 3, 2026	Sunday, January 17, 2027	<i>Winter Break. Monday - Sunday, December 21, 2026 - January 3, 2027</i>
Spring I 2027	Monday, January 18, 2027	Tuesday, 26, 2027	Thursday, February 25, 2027	Sunday, March 28, 2027	<i>President's Day, Monday, February 15, 2027</i>
Spring II 2027	Monday, March 29, 2027	Tuesday, April 6, 2027	Thursday, May 6, 2027	Sunday, June 6, 2027	<i>Memorial Day, Monday, May 31, 2027</i>
Summer I 2027	Monday, June 7, 2027	Tuesday, June 15, 2027	Thursday, July 15, 2027	Sunday, August 15, 2027	<i>Juneteenth Day, Friday, June 18, 2027 Independence Day, Monday, July 5, 2027</i>

Fall I 2027	Monday, August 16, 2027	Tuesday, August 24, 2027	Thursday, September 23, 2027	Sunday, October 24, 2027	<i>Labor Day</i> , Monday, September 6, 2027
Fall II 2027	Monday, October 25, 2027	Tuesday, November 2, 2027	Thursday, December 2, 2027	Sunday, January 16, 2028	<i>Winter Break</i> , Monday - Sunday, December 20, 2027 - January 2, 2028
Spring I 2028	Monday, January 17, 2028	Tuesday, January 25, 2028	Thursday, February 24, 2028	Sunday, March 26, 2028	<i>President's Day</i> , Monday, February 21, 2028
Spring II 2028	Monday, March 27, 2028	Tuesday, April 4, 2028	Thursday, May 4, 2028	Sunday, June 4, 2028	<i>Memorial Day</i> , Monday, May 29, 2028
Summer I 2028	Monday, June 5, 2028	Tuesday, June 13, 2028	Thursday, July 13, 2028	Sunday, August 13, 2028	<i>Juneteenth Day</i> , Monday, June 19, 2028 <i>Independence Day</i> , Monday, July 4, 2028

DISTANCE EDUCATION ACADEMIC CALENDAR

This Academic Calendar supports the following programs:

- Bachelor of Science, Nursing (RN to BSN)
- Bachelor of Science, Business Administration
- Bachelor of Science, Health Administration
- Master of Science, Nursing (MSN), all programs
- Post Master's, all programs
- Master of Health Administration (MHA)
- Master of Public Health (MPH)
- Master in Business Administration (MBA)

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
Spring I 2022	Monday, January 10, 2022	Tuesday, January 18, 2022	Thursday, February 17, 2022	Sunday, March 6, 2022	<i>Martin Luther King Jr., Day</i> , Monday, January 17, 2022 <i>President's Day</i> , Monday, February 21, 2022

Spring II 2022	Monday, March 7, 2022	Tuesday, March 15, 2022	Thursday, April 14, 2022	Sunday, May 1, 2022	<i>Intermission, Monday - Sunday, May 2-8, 2022</i>
Summer I 2022	Monday, May 9, 2022	Tuesday, May 17, 2022	Thursday, June 16, 2022	Sunday, July 3, 2022	<i>Memorial Day, Monday, May 30, 2022</i> <i>Juneteenth Day - Observed, Monday, June 20, 2022</i>
Summer II 2022	Monday, July 4, 2022	Tuesday, July 12, 2022	Thursday, August 11, 2022	Sunday, August 28, 2022	<i>Independence Day, Monday - Tuesday, July 4- 5, 2022</i> <i>Intermission, Monday - Sunday, August 29 - September 4, 2022</i>
Fall I 2022	Monday, September 5, 2022	Tuesday, September 13, 2022	Thursday, October 13, 2022	Sunday, October 30, 2022	<i>Labor Day, Monday, September 5, 2022</i>
Fall II 2022	Monday, October 31, 2022	Tuesday, November 8, 2022	Thursday, December 8, 2022	Sunday, December 25, 2022	<i>Thanksgiving Holiday, Thursday-Sunday, November 24-27, 2022</i> <i>Christmas Day, Sunday, December 25, 2022</i> <i>Intermission, Monday- Sunday, December 26, 2022 - January 8, 2023</i>
Spring I 2023	Monday, January 9, 2023	Tuesday, January 17, 2023	Thursday, February 16, 2023	Sunday, March 5, 2023	<i>Martin Luther King Jr. Day, Monday, January 16, 2023</i> <i>President's Day, Monday, February 20, 2023</i>

Spring II 2023	Monday, March 6, 2023	Tuesday, March 14, 2023	Thursday, April 13, 2023	Sunday, April 30, 2023	<i>Intermission, Monday- Sunday, May 1-7, 2023</i>
Summer I 2023	Monday, May 8, 2023	Tuesday, May 16, 2023	Thursday, June 15, 2023	Sunday, July 2, 2023	<i>Memorial Day, Monday, May 29, 2023 Juneteenth Day, Monday, June 19, 2023</i>
Summer II 2023	Monday, July 3, 2023	Tuesday, July 11, 2023	Thursday, August 10, 2023	Sunday, August 27, 2023	<i>Independence Day, July 4, 2023</i> <i>Intermission, Monday- Sunday, August 28 - September 3, 2023</i>
Fall I 2023	Monday, September 4, 2023	Tuesday, September 12, 2023	Thursday, October 13, 2023	Sunday, October 29, 2023	<i>Labor Day, Monday, September 4, 2023</i>
Fall II 2023	Monday, October 30, 2023	Tuesday, November 7, 2023	Thursday, December 7, 2023	Sunday, December 24, 2023	<i>Thanksgiving Break, Thursday-Sunday, November 23-26, 2023</i> <i>Intermission, Monday- Sunday, December 25, 2023 - January 7, 2024</i>
Spring I 2024	Monday, January 8, 2024	Tuesday, January 16, 2024	Thursday, February 15, 2024	Sunday, March 3, 2024	<i>Martin Luther King Jr. Day, Monday, January 15, 2024</i> <i>President's Day, Monday, February 19, 2024</i>
Spring II 2024	Monday, March 4, 2024	Tuesday, March 12, 2024	Thursday, April 11, 2024	Sunday, April 28, 2024	<i>Intermission, Monday- Sunday, April 29 - May, 5, 2024</i>

Summer I 2024	Monday, May 6, 2024	Tuesday, May 14, 2024	Thursday, June 13, 2024	Sunday, June 30, 2024	<i>Memorial Day, Monday, May 27, 2024 Juneteenth Day, Wednesday, June 19, 2024</i>
Summer II 2024	Monday, July 1, 2024	Tuesday, July 9, 2024	Thursday, August 8, 2024	Sunday, August 25, 2024	<i>Independence Day, Thursday-Friday, July 4-5, 2024</i>
					<i>Intermission, Monday- Sunday, August 26 - September 1, 2024</i>
Fall I 2024	Monday, September 2, 2024	Tuesday, September 10, 2024	Thursday, October 10, 2024	Sunday, October 27, 2024	<i>Labor Day, Monday, September 2, 2024</i>
Fall II 2024	Monday, October 28, 2024	Tuesday, November 5, 2024	Thursday, December 5, 2024	Sunday, December 22, 2024	<i>Thanksgiving Break, Thursday-Sunday, November 28 -December 1, 2024</i>
					<i>Intermission, Monday- Sunday, December 23, 2024 - January 5, 2025</i>
Spring I 2025	Monday, January 6 2025	Tuesday, January 14, 2025	Thursday, February 13, 2025	Sunday, March 2, 2025	<i>Martin Luther King Jr. Day, Monday, January 20, 2025</i>
					<i>President's Day, Monday, February 17, 2025</i>
Spring II 2025	Monday, March 3, 2025	Tuesday, March 11, 2025	Thursday, April 10, 2025	Sunday, April 27, 2025	<i>Intermission, Monday- Sunday, April 28 - May 4, 2025</i>
Summer I 2025	Monday, May 5, 2025	Tuesday, May 13, 2025	Thursday, June 12, 2025	Sunday, June 29, 2025	<i>Memorial Day, Monday, May 26, 2025 Juneteenth Day, Thursday, June 19,</i>

2025

Summer II 2025	Monday, June 30, 2025	Tuesday, July 8, 2025	Thursday, August 7, 2025	Sunday, August 24, 2025	
Fall I 2025	Monday, September 1, 2025	Tuesday, September 9, 2025	Thursday, October 9, 2025	Sunday, October 26, 2025	<i>Labor Day</i> , Monday, September 1, 2025
Fall II 2025	Monday, October 27, 2025	Tuesday, November 4, 2025	Thursday, December 4, 2025	Sunday, December 21, 2025	<i>Thanksgiving Break</i> , Thursday-Sunday, November 27-30, 2025
					<i>Intermission</i> , Monday- Sunday, December 22, 2025 - January 4, 2026
Spring I 2026	Monday, January 5, 2026	Tuesday, January 13, 2026	Thursday, February 12, 2026	Sunday, March 1, 2026	
Spring II 2026	Monday, March 2, 2026	Tuesday, March 10, 2026	Thursday, April 9, 2026	Sunday, April 26, 2026	<i>Intermission</i> , Monday- Sunday, April 27 - Ma 3, 2026
Summer I 2026	Monday, May 4, 2026	Tuesday, May 12, 2026	Thursday, June 11, 2026	Sunday, June 28, 2026	<i>Memorial Day</i> , Monday, May 25, 2026 <i>Juneteenth Day</i> , Friday, June 19, 2026
Summer II 2026	Monday, June 29, 2026	Tuesday, July 7, 2026	Thursday, August 6, 2026	Sunday, August 23, 2026	<i>Intermission</i> , Monday- Sunday, August 24-30, 2026
Fall I 2026	Monday, August 31, 2026	Tuesday, September 8, 2026	Thursday, October 8, 2026	Sunday, October 25, 2026	<i>Labor Day</i> , Monday, September 7, 2026
Fall II 2026	Monday, October 26, 2026	Tuesday, November 3, 2026	Thursday, December 3, 2026	Sunday, December 20, 2026	<i>Thanksgiving Break</i> , Thursday-Sunday, November 26-30, 2026

Intermission, Monday-Sunday, December 21, 2026 - January 3, 2027

Spring I 2027	Monday, January 4, 2027	Tuesday, January 12, 2027	Thursday, February 11, 2027	Sunday, February 28, 2027	
Spring II 2027	Monday, March 1, 2027	Tuesday, March 9, 2027	Thursday, April 8, 2027	Sunday, April 25, 2027	<i>Intermission, Monday - Sunday, April 26 - May 2, 2027</i>
Summer I 2027	Monday, May 3, 2027	Tuesday, May 11, 2027	Thursday, June 10, 2027	Sunday, June 27, 2027	<i>Memorial Day, Monday, May 31, 2027 Juneteenth Day, Friday, June 18, 2027</i>
Summer II 2027	Monday, June 28, 2027	Tuesday, July 6, 2027	Thursday, August 5, 2027	Sunday, August 22, 2027	
Fall I 2027	Monday, August 30, 2027	Tuesday, September 7, 2027	Thursday, October 7, 2027	Sunday, October 24, 2027	<i>Labor Day, Monday, September 6, 2027</i>
Fall II 2027	Monday, October 25, 2027	Tuesday, November 2, 2027	Thursday, December 2, 2027	Sunday, December 19, 2027	
Spring I 2028	Monday, Monday, January 3, 2028	Tuesday, January 17, 2028	Thursday, February 10, 2028	Sunday, February 27, 2028	
Spring II 2028	Monday, February 28, 2028	Tuesday, March 7, 2028	Thursday, April 6, 2028	Sunday, April 23, 2028	<i>Intermission, Monday - Sunday, April 24 - 30, 2028</i>
Summer I 2028	Monday, May 1, 2028	Tuesday, May 9, 2028	Thursday, June 8, 2028	Sunday, June 25, 2028	<i>Memorial Day, Monday, May 29, 2028 Juneteenth Day, Monday, June 19,</i>

2028

Summer II 2028	Monday, June 26, 2028	Tuesday, July 4, 2028	Thursday, August 3, 2028	Sunday, August 20, 2028	<i>Independence Day,</i> Monday, July 4, 2028 <i>Intermission, Monday -</i> Sunday, August 21-27, 2028
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CLASS SCHEDULE INFORMATION

Classes are typically scheduled during the hours of 7:00 am to 11:00 pm Monday through Friday and 7:00 am to 6:00 pm on Saturdays and Sundays. Most often, students attend classes between two to four days per week; however, some courses (most notably in the nursing programs) may require additional days of instruction per week. Nursing clinical rotations may be scheduled any day of the week, including Saturdays and Sundays, 24 hours a day. The Dental Hygiene core curriculum requires students to attend classes, labs, and clinic sessions up to five days per week. After program completion and in preparation for clinical board examinations, Dental Hygiene students will be allowed to attend specific clinic sessions.

Most distance education programs do not have face-to-face class meetings scheduled. Some distance education programs include on-campus intensives. See program of study page for additional class schedule information. However, the MSN-FNP curriculum includes scheduled weekend intensives during the FNP trimesters. The courses for the online programs are open for students to commence coursework on the first Monday of each eight week term as part of a trimester and close on the last Sunday of each eight week term within the trimester.

Class Times

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
	Classes scheduled between	Classes scheduled between	Classes scheduled between	Classes scheduled between	Classes scheduled between	Classes scheduled between
	7:00am- 11:00pm	7:00am- 11:00pm	7:00am- 11:00pm	7:00am- 11:00pm	7:00am- 11:00pm	7:00am- 6:00pm

Please Note: *Nursing and Physician Assistant* clinical rotations may be scheduled any day of the week, including Saturdays and Sundays, 24 hours a day.

UNIVERSITY HOURS OF OPERATION

California and Florida: The campus administrative offices normal hours of operation are Monday through Thursday, 8:00 am to 8:00 pm and Friday, 8:00 am to 5:00 pm.

Texas: The campus administrative offices normal hours of operation are Monday through Thursday, 8:00 am to 7:00 pm and Friday, 8:00 am to 5:00 pm.

All Campuses: Online courses and related technical support are available and accessible to enrolled students seven days a week, 24 hours a day.

Holidays Observed

Martin Luther King Jr. Day	Monday- January 17, 2022
President's Day	Monday - February 21, 2022
Memorial Day	Monday - May 30, 2022
Independence Day	Monday - Tuesday - July 4-5, 2022
Labor Day	Monday - September 5, 2022
Thanksgiving Break	Thursday - Sunday, November 24 - November 27, 2022
Holiday/New Year Break	Wednesday, December 24, 2022 - Wednesday, January 4, 2023

*Holiday schedule may vary for distance education students and associates.

Religious Observance Policy

West Coast University grants students excused absences from class, laboratory, and/or clinical practice experiences for the absence of religious holy days. Students must inform the Dean/Director of their program by completing the Religious Observance Absence Request form of their religious obligations at least one (1) week before the requested absence. It is the student's responsibility to also inform the faculty of their requested absence. Faculty are asked to be responsive to a request when student informs them in ADVANCE, in accordance with this policy (one week advance notice) of their excused absence. The student should be given an opportunity to make up missed work because of religious observance. It is the responsibility of the student to manage the work or student time lost as the result of the religious observance.

Students are advised to scan syllabi at the beginning of each term to detect potential conflicts with religious observances. Please note that this *Religious Observance policy does NOT apply to a specific church holiday, festival, weekly meetings or church camps. The Religious Observance addressed by this policy is a tenant of the whole Faith, a day set aside for special religious observance.*

RESCHEDULING OF CLASS TIME

Occasionally, due to holidays or unforeseen circumstances, students may be required to make-up class hours that have been missed due to campus closures. Any courses that are required to be made-up may be done so at the direction of the appropriate dean and may be made-up at any point throughout the term. The delivery method of the make-up hours will be dictated by the appropriate dean/chair based upon University, state, and/or accreditation requirements. Any student who will miss courses due to these circumstances should speak to their program dean/chair for clarification on make-up work obligations.

ABOUT WEST COAST UNIVERSITY

UNIVERSITY MISSION

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

UNIVERSITY VALUES

Student Centricity Our organization puts students and their long-term success at the center of our values. We do not believe that customer-service as it applies to our students is mutually exclusive from student centricity, thus we are committed to serving our students even as we partner with them on the transformational educational journey they are engaged in.

As we observe in the world of professional athletics, the best teams emphasize the concept of team over the individual, realizing that the whole is truly greater than the sum of the parts.

There are two definitions that are equally apropos for this value: that authority would be equally vested in a number of colleagues, and that collegiality is reflected by a sense of camaraderie amongst those colleagues.

We are committed to ensuring visibility into the work and the outcomes of each associate, and ever-so-much-the-more when it comes to illuminating "bad news" so as to quickly intervene.

OBJECTIVES

- To provide degree programs in fields of study that lead to professional success.
- To provide academic and support services to enhance student success.
- To provide a caring environment that is supportive and concerned with each student's success.
- To provide curricula, facilities, equipment and qualified faculty to prepare students for employment in an ever-changing job market.
- To offer innovative and alternative modes of educational delivery to meet the needs of students' personal and professional schedules.

- To assist in meeting the employment needs of related professions.

INSTITUTIONAL LEARNING OUTCOMES

Institutional learning outcomes are designed by the University as a whole, taking into account the role that both instruction and student services play in contributing to a student's success. Institutional learning outcomes assume achievement of the stated programmatic learning outcomes of one's discipline.

Upon graduating from a degree program offered by West Coast University, students should be able to:

1. Implement intellectual and practical problem solving skills through information assessment and critical thinking.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate computer proficiency and information literacy.
5. Describe ethical standards and legal guidelines associated with one's chosen career field.
6. Explain why knowledge of and respect for the societal contributions of diverse cultures and perspectives is an important quality in one's discipline.
7. Apply professional values and ethics, knowledge of roles and responsibilities, and effective communication skills as a contributing member of a cohesive interprofessional team.

UNIVERSITY HISTORY

West Coast University was originally founded in 1909 as an ophthalmology school. Over subsequent years, the university diversified its program offerings in multiple academic disciplines and offered at multiple degree levels. In May of 1997, new leadership emerged and the University was reorganized with a focus on health science programs. Highlights of the University's recent history include the following:

- 2006 -- Opening of the Los Angeles campus
- 2007 -- (September) Opening of branch campus in Orange County
- 2007 -- (September) The University launches online courses
- 2008 -- (November) Opening of branch campus in Ontario, California
- 2009 -- Dental Hygiene program (Orange County campus) attained professional accreditation through the Commission on Dental Accreditation (CODA)
- 2009 -- Bachelor of Science, Nursing program receives initial professional accreditation by the Commission on Collegiate Nursing Education (CCNE)
- 2010 -- (June) WCU approved to offer master's degree programs in Nursing and Health Care Management
- 2012 -- (February) Opening of branch campus in Dallas, Texas
- 2013 -- (August) Opening of Center for Graduate Studies in Los Angeles, and matriculation of first cohort of students in the Masters of Occupational Therapy program
- 2014 -- Doctor of Physical Therapy program achieves candidacy status through Commission on Accreditation in Physical Therapy Education (CAPTE)
- 2014 -- (April) Opening of branch campus in Miami, Florida
- 2015 -- (June) Doctor of Pharmacy program achieves candidacy status through Accreditation Council for Pharmacy Education (ACPE)

- 2016 – (December) Doctor of Occupational Therapy program is granted candidacy status by the Accreditation Council for Occupational Therapy Education
- 2017 -- (January) Master of Public Health program starts offering courses.
- 2017 – (February) The University is granted reaffirmation of accreditation for eight years by the WASC Senior College and University Commission (WSCUC)
- 2017 -- Doctor of Physical Therapy granted full accreditation by CAPTE
- 2017 -- Occupational Therapy Doctorate awarded candidacy status by ACOTE
- 2018 -- Doctor of Pharmacy awarded full accreditation by ACPE
- 2021 -- Master of Physician Assistant granted Accreditation-Provisional status by ARC-PA

UNIVERSITY DIVERSITY STATEMENT

West Coast University is committed to actively pursuing an environment of inclusiveness for all students, faculty, and associates from diverse backgrounds. We value diversity defined by, but not limited to, ethnicity, culture, gender, socioeconomic class, religion, nationality, sexual orientation, age, physical ability, learning styles, and political perspectives.

The University believes that its mission and core values are strengthened by an environment that encourages diverse perspectives and the free exchange of ideas in an unbiased and non prejudicial way. Our graduates acquire knowledge and learn skills that help them thrive in a culturally diverse world.

STATEMENT OF NON-DISCRIMINATION

West Coast University does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, gender identity or status, marital, parental, familial, veteran, or military service status, political affiliation, age, or disability. The University complies with all local, state, and federal laws barring discrimination. Accordingly, equal opportunity for admission shall be extended to all persons. All inquiries or complaints regarding these laws and regulations should be directed to the University Director of Student Affairs who will provide students with procedures to resolve complaints relating to alleged unlawful discriminatory actions.

REHABILITATION ACT AND AMERICANS WITH DISABILITIES ACT (ADA)

In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the ADA Amendments Act of 2008, West Coast University abides by the policy that no student with a disability shall be excluded from participation in programs and services offered by the University when reasonable accommodations may be provided. A student is eligible for reasonable accommodations and/or auxiliary aids and services if the student has a disability and the Disability Services Coordinator has met with the student, consulted with the University Director of Student and Alumni Affairs, and determined that the functional limitations of the disability can be reasonably accommodated.

West Coast University is committed to providing reasonable accommodations including auxiliary aids and or services to qualified individuals with a disability, unless providing such accommodations would result in undue burden or fundamentally alter the nature of the relevant program, benefit or service provided by the University. To request auxiliary aids or service, students should contact the Student Services Office at the campus. Students should attempt to submit requests with supporting documentation at least six weeks prior to the beginning of the first day of classes.

NOTICE TO APPLICANTS AND STUDENTS WITH MISDEMEANOR AND FELONY

CONVICTIONS

Employment in most health care positions requires a background check. The University does not believe that students should make a substantial investment of time and money if the ability to secure employment in the field of study is unlikely. Students in the programs with clinical requirements must complete a criminal background check prior to clinical placement and students with active cases, misdemeanor or felony convictions may not be able to be placed for their clinical course work, become licensed, or obtain a job in their field of study. Clinical partners, licensure boards, and employers each maintain their own policies regarding individuals with any sort of criminal background.

BACKGROUND CHECK POLICIES

Student in programs that lead to licensure must complete a criminal background check prior to clinical placement. A student with any criminal history may have difficulty obtaining clinical placements, obtain licensure, or a job in their field of study upon completion of their degree program. The disclosure statement will serve as a notice to the applicant regarding limitations for the University on securing clinical rotations or post-graduation employment if the applicant has a previous conviction.

If an applicant is unsure of his/her criminal background, he/she is encouraged to obtain a background check, including fingerprinting (Livescan), at his/her expense and consider whether there is a benefit from the training offered. *The University cannot provide an applicant any guarantee of how a clinical agency, licensing board, or potential employer will treat an arrest, conviction, dismissal, expungement, or a juvenile record (even if the record is closed) that is present on a background check or Department of Justice report.*

Prior to beginning the clinical experience in a program, all admitted students must submit to a University-defined and paid for criminal background check and the results will be submitted to the University. Additional requirements may be made by the clinical site(s) to which a student is assigned. Determination regarding a student's eligibility to attend clinical facilities will be made by the appropriate program administrator. Delays in clinical placement and/or acquiring a license due to criminal background checks results cannot be predicted by the University or the program.

PROGRAMS PREPARING GRADUATES FOR A FIELD REQUIRING LICENSURE

West Coast University must take reasonable steps to ensure the student is eligible for licensure if he or she has chosen a program in a field where licensure is required. There are numerous eligibility requirements for licensure. Students are urged to be familiar with these requirements. If the student identifies concerns regarding his or her ability to meet licensure requirements, he or she is encouraged to discuss the concerns with an admissions representative and the appropriate academic program Dean/Director. If the student decides to continue in a program of study given the understanding that he or she may not be able to achieve licensure, the student will be asked to sign an acknowledgement to that effect.

STATE AND NATIONAL BOARD EXAMINATIONS/LICENSURE REQUIREMENTS

State and national licensing and/or certification and registration examinations are the student's responsibility. The University will provide students with information regarding test dates, locations, and fees. Students are advised to check with their academic department's administrative office to determine their responsibility for fees incurred in the course of professional testing, licensing, certification or registration.

Since passing state and/or national board examination are pre-requisite to students obtaining licensure in many fields, the University places a high priority on preparing students to successfully pass these exams. For board examination requirements, see specific program information.

ENGLISH LANGUAGE LEARNERS (ELL) INSTRUCTION

West Coast University does not offer English as a Second Language, Intensive English or English Language Learner instruction at any of its campuses. Students must be able to read, write, speak, understand and communicate effectively in English. A passing score on the admissions test is considered to be evidence that an applicant is able to read, write, speak, understand and communicate effectively in English.

UNDERGRADUATE RESIDENCY REQUIREMENT

Residency is defined as coursework completed at West Coast University, either on ground or online (does not include transfer or challenge credit). A minimum of 25% of credit units for any given program of study offered by West Coast University must be completed in residence. For example, if a student is enrolled in a program offered at West Coast University in which there are 120 credit units required for graduation, the student must complete 30 credit units in residence. Students should note that these University requirements are superseded by program-specific residency requirements and therefore should consult the specific academic program of interest for further instruction.

TEACH OUT POLICY

In the event a decision is made by the University to discontinue a program or track of an existing program, new student enrollment will cease immediately in that program or track. The program or track will be designated as a "teach-out" program. All marketing materials and advertising for the program will be cancelled/withdrawn. Recruitment for the teach-out program will cease. The Dean/Director of the teach-out program will complete a course audit to determine all courses required to enable all students enrolled in the program at the time the decision to teach-out is announced to complete the program. Under such circumstances, students would be required to meet the stipulations of the "teach-out" as expressed below.

The Dean/Director of the teach-out program will design a schedule of courses that will ensure that all remaining courses required for students enrolled in the program will be offered in a sequence and on a schedule that will enable students to complete the program. This schedule will determine a defined maximum program completion time with a teach-out end date. In some cases, a directed study may be necessary in order to enable students to graduate from the program. Faculty and associates required to ensure the orderly teach-out of enrolled students will remain in place until the teach-out end date, so long as their services are required by students to complete their program, assuming normal progression to graduation prior to or on the teach-out end date. All students in the teach-out program will be eligible to receive placement services offered by the University.

1. The University will assist students enrolled in the program who would like to transfer to another program to complete their degree. Students who transfer will be due no benefit as described in this teach out policy once they have been accepted for transfer.
2. Students who fall out of sequence in their program as a result of course failure may retake the failed course only if it continues to be offered at the University and the student can still complete the retaken course prior to the teach-out end date. If the course is no longer offered, the student may upon the approval of the Campus Dean/Director complete the course or an equivalent course at either West Coast University or another institution, either face to face or online in order to complete the program.
3. Students who fail to make satisfactory academic progress and are dismissed from the program following an appeal, or failure to make an appeal will lose their right to benefit under the teach out policy.

4. Students who are dismissed, take a leave of absence after the announcement of the teach out, or withdraw from the program will be allowed to return only if the program is still offered and the courses required by the student for completion of the program are still offered and the returning student will be able to complete those courses prior to the teach-out end date. The student must file an appeal in order to re-enter the program.
5. The University commits to providing a schedule to offer all courses needed by students to complete the program in a sequence and on a schedule that will enable them to complete their programs. Students will be expected to take the courses required to complete their programs when offered. Failure of students to take required courses when offered will not obligate the institution to offer the courses again.
6. Should the University decide to terminate the teach out, all credits earned by students will remain on their transcripts.
7. Teach out plans must be approved by Academic and Operations Councils, Co-President of Academics, and Co-President of University and Business Operations.

FACILITIES DESCRIPTION

West Coast University campuses and classroom facilities include gathering spaces that encourage connections between students, faculty and associates. The classrooms at each campus integrate advanced technology including permanently mounted projectors, projection screens, and interactive whiteboards. Study rooms, food service areas, and computer labs are also provided to support students.

Campus/Branch	Directions	Description
Los Angeles Campus (Main Campus) 12215 Victory Boulevard North Hollywood, CA 91606	Located at the Victory Blvd. Exit of Highway 170 (<i>Hollywood Freeway</i>).	The campus has a total of 65,333 sq. ft. that consists of 11 Classrooms, 5 Lab Rooms, 7 High-fidelity Simulation Labs, 9 Study Rooms, and 2 Student Lounges. In the Computer Labs, there are a total of 297 computers and throughout the campus an additional 30 stations can be found.
Center for Graduate Studies (Branch Campus) 590 North Vermont Los Angeles, CA 90004	Located off the 101 freeway in the heart of Los Angeles.	This facility has a total of 91,090 sq. ft. that consists of 9 Classrooms, 9 student computer areas, 4 physical therapy labs, a physical therapy skills clinic, 3 occupational therapy labs, 3 pharmacy labs, 2 student commons rooms, 22 student meeting rooms, and a library equipped with stations and private meeting areas.

The Orange County Campus includes both the Manchester Building and the Learning Site on La Palma Avenue.

<p>Orange County Manchester Building (Branch Campus) 1477 South Manchester Avenue Anaheim, CA 92802</p>	<p>The Manchester Building is located off Interstate 5 (<i>Santa Ana Freeway</i>) in Anaheim near Harbor Blvd and Katella.</p>	<p>The Manchester Building includes a Dental Hygiene simulation laboratory and a Dental Hygiene Patient Clinic. This facility has a total of 37,912 sq. ft. that consists of 6 Classrooms, 2 Lab Rooms, 1 Dental Hygiene Simulation Lab, 2 Dental Hygiene Clinics, 2 Study Rooms with 10 computer stations, a Student Lounge, and a library with 10 computer stations. In the Computer Labs, there are a total of 85 computers and throughout the campus an additional 6 stations can be found.</p>
<p>Orange County Learning Site 2411 West La Palma Avenue Anaheim, CA 92801</p>	<p>Learning Site is located off Interstate 5 (<i>Santa Ana Freeway</i>) at the Brookhurst/La Palma exit. It is less than 5 miles from the Orange County Manchester building.</p>	<p>This site includes Nursing simulation laboratories and offices for the Nursing faculty and Administration. This facility has a total of 38,496 sq. ft. that consists of 9 Classrooms, 2 Lab Rooms, 4 Nursing Simulation Labs, 5 Study Rooms and 5 Student Lounges. In the Computer Labs, there are a total of 90 computers and throughout the campus an additional 22 stations can be found.</p>
<p>Ontario Campus (Branch Campus) 2855 East Guasti Road Ontario, CA 91761</p>	<p>The campus is located off Interstate 10 (<i>San Bernardino Freeway</i>) at the Archibald Avenue exit next to the Ontario International Airport.</p>	<p>The campus has a total of 62,596 sq. ft. that consists of 14 Classrooms, 4 Lab Rooms, 7 High-fidelity Simulation Labs, 4 Study Rooms and 3 Student Lounges. In the Computer Labs, there are a total of 247 computers and throughout the campus an additional 27 station can be found.</p>
<p>Dallas Campus (Branch Campus) 8435 North Stemmons Freeway, Dallas, TX 75247</p>	<p>The campus is located off the Stemmons Freeway northwest of Downtown Dallas and south of the 635 freeway.</p>	<p>The campus has a total of 46,305 sq. ft. that consists of 6 Classrooms, 4 Lab Rooms, 3 Student Lounges, 3 Student Study Areas and computer stations within the Library, 1 Tutoring Center, and simulation space. The Simulation Center has a total of 10,000 sq. ft. that consists</p>

of **6** Nursing Simulation Labs and **1** Mental Health/Community Simulation Lab. In the Computer Labs, there are a total of **94** computers and throughout the campus an additional **35** stations can be found.

Miami Campus

(Branch Campus)
9250 NW 36th
Street
Doral, FL 33178

The campus is located in a 5-story glass building that features a unique, three-pod design with expansive views in all directions and easy access to and from local highways. Occupying more than **46,054** square feet, the university provides students with access to **6** Classrooms, **3** Computer Labs, **3** Internet bars, **2** Nursing Skills Labs, **2** Science Labs, a Student Break Room adjacent to a large Student Quad, **3** Student Study Areas and computer stations within the Library, and a Student Meeting Room. The Miami campus also features a **5,000** square foot Nursing Simulation Center with high-fidelity manikins.

Student Housing

The University does not maintain or assume any responsibility for resident student housing. Approximate cost for a one bedroom apartment in the vicinity of our campuses range from:

- California: \$637 - \$951 per month
- Dallas: \$602 - \$898 per month
- Miami: \$608 - \$907 per month

UNIVERSITY ADMISSIONS REQUIREMENTS

TEMPORARY POLICIES

PROGRAM MODALITY AND TRANSCRIPT DISCLOSURE

During the COVID-19 outbreak, West Coast University is adjusting some of its University admission requirements and course delivery methods.

Program Modality

Due to the current COVID-19 outbreak, the University has moved most of the on-ground courses into a distance education modality. However, as soon as the COVID-19 circumstances change, students will be expected to return on campus to complete their program on-site in the regular learning modality as approved by WSCUC and outlined in the university catalog. As the situation evolves, the University will continue to communicate to students the expected return date to their campus to complete their program on-site.

Temporary Modification to the Add/Drop Policy

The Add/Drop period begins at the start of a term and ends on the second Tuesday. During this period, students may add or drop classes. Courses dropped during this period will not appear on students' transcripts nor be included in evaluating Satisfactory Academic Progress. Students dropping all classes will be treated as a withdrawal from the University.

Please note, the University will automatically withdraw a student from any course(s) in which he or she is registered and for which attendance has not occurred by the end of the Add/Drop period. Programs and courses may have specific attendance requirements that supersede this policy. Students dropping a course(s) within the MSOT or DPT programs will be withdrawn from the University. Please refer to the programmatic section of the catalog and to your programmatic handbook for more information.

New students may be admitted during this period provided they attend at least one scheduled class during the Add/Drop period. Students will not be admitted after the Add/Drop period without approval from the campus Executive Director and the applicable program Dean/Chair.

Due to the COVID-19 pandemic and limited availability of clinical sites, students may transfer between sections of the same course within the term after the add/drop period ends. Student may not transfer to a different course nor add a new course to their existing schedule.

Note: For information regarding adjustments to institutional charges, please see the Refunds for Dropped Courses policy in the "Financial Aid > Withdrawal and Refund Policies" section of this catalog.

Withdraw COVID-19 Grade Policy

The "WC" grade is a special withdrawal designation used during the COVID-19 pandemic. Students who are unwilling or unable to complete a course as scheduled due to the COVID-19 virus may be issued a "WC" grade. "WC" grades are not calculated into a student's Grade Point Average (GPA) or completion rate. Additional information regarding this special designation can be obtained from the Registrar's Office.

Accommodating Students Whose Enrollment is Disrupted by Coronavirus

WCU will make every reasonable effort to accommodate students and help them continue their education despite interruptions caused by COVID-19. Due to campus and clinical site closures, all academic programs were transitioned to online delivery effective March 17, 2020, and clinical partners displaced clinical rotations. However, as soon as the COVID-19 circumstances change, students will be expected to return to campus to complete their didactic courses on-site in the regular learning modality and to resume scheduled clinical rotations as approved by WSCUC and outlined in the university

catalog. Under guidance posted by the Department of Education on 3/5/20, WCU may make exceptions to offer courses to students on a schedule that would otherwise be considered a non-standard term, if doing so enables those students to complete the term. The Department of Consumer Affairs and the CA Board of Registered Nursing have approved waivers to permit students to complete required clinical practice hours through a combination of direct care hours (telenursing, volunteer service) and non-direct care hours (simulation, skills, and other virtual experiences). However, the campuses have been challenged to meet the clinical hours, even with the waivers.

West Coast University – Ontario students have been displaced from direct care hours earlier in the term. However, WCU was contacted by its health care partners to ask for assistance by allowing WCU-Ontario students to vaccinate frontline workers during the holiday break originally scheduled for the Fall II 2020 term, (December 21-January 3) and also the week prior to the Spring I 2021 term (January 18-24, 2021) for NURS498L-ext. This permits the students to make up missed hours, stay on track to graduate, and serve the Inland Empire. As a result, we have modified our normal academic calendar for the Fall II 2020 term and Spring I 2021 term so that the clinical hours worked during this time frame can be appropriately included.

UNDERGRADUATE AND GRADUATE UNIVERSITY ADMISSIONS REQUIREMENTS

A prospective student will qualify for admissions if the following requirements are met:

1. Proof of High school graduation or equivalent:
 - a. A transcript of a high school diploma or its equivalent.
2. Meet all programmatic admissions criteria.
3. Participate in an interview with a University Admissions Advisor.
4. Submit a completed application for admission.
5. Complete and execute an enrollment agreement. If the applicant is under the age of 18, enrollment documents must be signed by a parent or guardian.

Please Note:

- All foreign high school diplomas and post-secondary degrees must be submitted for an official United States equivalency evaluation. This assessment must be completed by a NACES, AACRAO, or AICE-approved organization.
- Instruction at the University is delivered in English. Students must be able to read, write, speak, understand, and communicate in English. The University does not offer English as a Second Language (ESL) instruction.
- Programs which are primarily online are not open to enrollment by foreign applicants under a student visa.
- All post-licensure students must complete their clinical hours in the state where they resided when signing the enrollment agreement or as approved by WCU. If a student moves out of the approved state, they may no longer be eligible to complete hours and may not be able to graduate from their program of study.

Admission to Programs with Prerequisite Requirements

West Coast University offers several programs that require prospective students to complete prerequisites prior to admission. Prospective students who meet all other requirements for admission, but who lack prerequisite coursework required for admission, may be admitted in order to complete that coursework. Individuals accepted under this clause should refer to the Financial Policies and Information Section of the Catalog for additional information about assistance options

Official Transcripts Policy

West Coast University requires that official transcripts meet the following criteria:

- The transcripts have been received from the originating institution and show no signs of tampering. AACRAO recommends the following checks for authenticity:
 - Envelope seal is intact in an official envelope or e-transcript was downloaded from a secured method
 - Transcript came directly from vendor or institution as evidenced by the institution logo and/or address
 - Postmark is appropriate to the institution or vendor
 - Postal cancellation mark is on the envelope
 - Security paper or special watermark is used
 - Transcripts have a recent date of issue (approximately six months)
 - Institutional certification is present
- The transcript was opened and clearly marked as official by a staff member by the Registrar's Office.
 - In the event that the Registrar's Office is unavailable, transcripts may also be opened and marked official by the Program Dean, the Executive Director and/or their assignee.
- Transcripts marked as 'Issued to Student' may only be opened and deemed official by the Registrar's Office. Transcripts issued to students should still meet the criteria listed above (sealed envelope with identifying information, security paper, etc.)

The final decision of transcript authenticity will reside with Registrar's Office.

International Admissions - Undergraduate

West Coast University is authorized under federal law to enroll non-immigrant students in its undergraduate programs. Online-only programs/degrees are not suitable for international students.

International students must meet the same admissions requirements for the program as all other prospective students. To be considered for admission, prospective international students must be eligible to apply for a student visa (F-1) or must be resident in the United States in a temporary residency status that does not require a change of status in order to attend university.

Instruction at the University is delivered in English. Students must be able to read, write, speak, understand, and communicate in English. The University does not offer English as a Second Language (ESL) instruction.

Prior to admission an international prospective student must:

1. Be officially enrolled or accepted by the University.
2. Provide evidence of financial support.
3. Provide proof of English proficiency. English proficiency can be established by providing documentation of one of the following:
 - Graduation from an American/International high school program where the curriculum is given _____ in _____ English.
 - Graduation from a high school in the United States as an exchange student.
 - Graduation from a high school in a country where English is the official language.
 - A passing score on the entrance exam required for admission to the program.

4. Have an I-20 form for attendance at the school. The I-20 form shall not be issued until all the preceding requirements have been met. International students who are in the United States and already have a student visa will be processed as a transfer in the Student and Exchange Visitor Information System (SEVIS).

5. Other individuals already in the United States under a temporary status, which requires a change of status, must file an I-539 (Application to Extend/Change Nonimmigrant Status) and pay the required fee to the United States Bureau of Customs and Immigration Services prior to admission. If English is not the student's primary language, and the student is unable to understand the terms and conditions of the Enrollment Agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language.

Prospective international students must provide the institution with a copy of the student visa or approved Change of Status Form and I-94 entry/departure form. No international student shall start classes prior to providing these documents. Approval of a change of status may take 60 to 120 days.

International students may only be enrolled on a full-time residence basis. An international student may take no more than one online class per semester. Once an international student has enrolled, all changes in enrollment status, address, or program of study must be reported to the campus Registrar and to the office of International Education on an on-going basis and for each academic term.

Students on non-immigrant visas are also required to provide proof of health insurance coverage at the time of enrollment and to maintain an adequate level of health insurance coverage as a condition of continued enrollment.

ADMISSION TO PROGRAMS WITH PREREQUISITE REQUIREMENTS

West Coast University offers several programs that require prospective students to have completed prerequisite requirements prior to admission. Prospective students who meet all other requirements for admission, but who lack prerequisite coursework required for admission may be admitted and enrolled in the program, however must complete prerequisite coursework prior to entering any core courses for their program.

The following criteria will be used to determine if a prospective student, who has not completed all prerequisite course requirements is eligible for admission.

1. Should the admissions criteria include a requirement to have earned a specified degree, the prospective student must have completed all coursework required to earn the degree and be scheduled for graduation in the required program as documented by an official transcript.
2. Preparatory coursework may not be taken to improve a student's cumulative grade point average in order to meet the admissions requirements of a program.
3. Prospective students may choose to take preparatory courses at West Coast University or at another accredited institution, however, only those who take the courses at West Coast University are eligible for admission.
4. Prior to registering for preparatory coursework, the student must have provided documentation to the Admissions department demonstrating that the student has met all other requirements for admission.
 - a. The student may not be admitted to or enrolled in any courses in the program for which the preparatory course is prerequisite until the preparatory coursework is successfully completed.
 - b. All preparatory courses must be passed with a minimum grade of C+.
 - c. All preparatory coursework must be completed within a calendar year.

Individuals accepted under this clause should refer to the Financial Policies and Information Section of the Catalog for additional information about assistance options.

NON-DEGREE ADMISSIONS

"Non-degree" status enables qualified students who are not seeking a degree from West Coast University, to enroll in any course without seeking formal admission. This option is not available for those seeking to attend Dental Hygiene Courses.

In order to be enrolled, the student must meet the following conditions:

1. Complete and submit the "non-degree student" application and sign enrollment documents.
2. Submit proof of a high school diploma or a GED.
3. Meet the pre-requisite and/or program requirements to register for the course. Students may only register in core courses with written permission from the program's Dean/Chair. Continuous enrollment in this status is contingent on meeting the following conditions:
 1. Maintain a minimum of a 2.0 GPA in undergraduate courses and/or 3.0 GPA in graduate courses.
 2. No more than 20 credits earned in this status.
 3. Abide by all institutional policies as outlined in the catalog or student handbook. In addition, applicants who have been dismissed or previously withdrawn from the university must obtain approval from the campus Academic Dean in order to apply for this status.

STUDENTS IN DEFAULT

The University may refuse admission to any applicant who is in default on a federal student loan or who owes a repayment of a federal grant.

ACADEMIC POLICIES AND PROCEDURES

TEMPORARY POLICIES

PROGRAM MODALITY AND TRANSCRIPT DISCLOSURE

Program Modality

Due to the current COVID-19 outbreak, the University has moved most of the on-ground courses into a distance education modality. However, as soon as the COVID-19 circumstances change, students will be expected to return on campus to complete their program on-site in the regular learning modality as approved by WSCUC and outlined in the university catalog. As the situation evolves, the University will continue to communicate to students the expected return date to their campus to complete their program on-site.

Temporary Modification to the Add/Drop Policy

The Add/Drop period begins at the start of a term and ends on the second Tuesday. During this period, students may add or drop classes. Courses dropped during this period will not appear on students' transcripts nor be included in evaluating Satisfactory Academic Progress. Students dropping all classes will be treated as a withdrawal from the University.

Please note, the University will automatically withdraw a student from any course(s) in which he or she is registered and for which attendance has not occurred by the end of the Add/Drop period. Programs and courses may have specific attendance requirements that supersede this policy. Students dropping a course(s) within the MSOT or DPT programs will be withdrawn from the University. Please refer to the programmatic section of the catalog and to your programmatic handbook for more information.

New students may be admitted during this period provided they attend at least one scheduled class during the Add/Drop period. Students will not be admitted after the Add/Drop period without approval from the campus Executive Director and the applicable program Dean/Chair.

Due to the COVID-19 pandemic and limited availability of clinical sites, students may transfer between sections of the same course within the term after the add/drop period ends. Student may not transfer to a different course nor add a new course to their existing schedule.

Note: For information regarding adjustments to institutional charges, please see the Refunds for Dropped Courses policy in the "Financial Aid > Withdrawal and Refund Policies" section of this catalog.

Withdraw COVID-19 Grade Policy

The "WC" grade is a special withdrawal designation used during the COVID-19 pandemic. Students who are unwilling or unable to complete a course as scheduled due to the COVID-19 virus may be issued a "WC" grade. "WC" grades are not calculated into a student's Grade Point Average (GPA) or completion rate. Additional information regarding this special designation can be obtained from the Registrar's Office.

Accommodating Students Whose Enrollment is Disrupted by Coronavirus

WCU will make every reasonable effort to accommodate students and help them continue their education despite interruptions caused by COVID-19. Due to campus and clinical site closures, all academic programs were transitioned to online delivery effective March 17, 2020, and clinical partners displaced clinical rotations. However, as soon as the COVID-19 circumstances change, students will be expected to return to campus to complete their didactic courses on-site in the regular learning

modality and to resume scheduled clinical rotations as approved by WSCUC and outlined in the university catalog. Under guidance posted by the Department of Education on 3/5/20, WCU may make exceptions to offer courses to students on a schedule that would otherwise be considered a non-standard term, if doing so enables those students to complete the term. The Department of Consumer Affairs and the CA Board of Registered Nursing have approved waivers to permit students to complete required clinical practice hours through a combination of direct care hours (telenursing, volunteer service) and non-direct care hours (simulation, skills, and other virtual experiences). However, the campuses have been challenged to meet the clinical hours, even with the waivers.

West Coast University – Ontario students have been displaced from direct care hours earlier in the term. However, WCU was contacted by its health care partners to ask for assistance by allowing WCU-Ontario students to vaccinate frontline workers during the holiday break originally scheduled for the Fall II 2020 term, (December 21-January 3) and also the week prior to the Spring I 2021 term (January 18-24, 2021) for NURS498L-ext. This permits the students to make up missed hours, stay on track to graduate, and serve the Inland Empire. As a result, we have modified our normal academic calendar for the Fall II 2020 term and Spring 1 2021 term so that the clinical hours worked during this time frame can be appropriately included.

ACADEMIC PROGRAM MEASUREMENT

Credit Hours

Federal regulations define a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

To comply with the federal definition, courses offered at West Coast University have an expectation of two hours of work outside of class for each hour of lecture, and one hour of work outside of class for each hour of lab work.

West Coast University measures its academic programs in semester credit hours, which are defined as follows:

- a. For lecture classes, one semester credit is equal to a minimum of 15 and a maximum of 20 clock hours of instruction.
- b. For laboratory classes, one semester credit is equal to a minimum of 30 and a maximum of 40 clock hours of instruction.
- c. For supervised Clinical/practicum classes, one semester credit is equal to a minimum of 45 and a maximum of 60 clock hours.
- d. For externships/internships, one semester credit is equal to a minimum of 65 and a maximum of 85 clock hours.

Since in the above definitions, credits are translated to "clock hours," West Coast University defines a "clock hour" as a minimum of 50 minutes in which lectures, demonstrations, and similar class and related student learning activities are conducted.

Definition of a Credit Hour in an Online Class

Calculation of credit hours in an online or blended format course is based on the consideration of the following activities:

1. The time spent in live instruction. Live instruction may be
 - a. synchronous or instructor-led online time, or
 - b. on-ground learning in the classroom
2. The number of screens viewed in the course of online instruction. The average time spent on a "screen" is generally calculated as being between 3-5 minutes per screen.
3. The run-time for required media asset assignments calculated on a 1:1 ratio to seat time. Run time may be factored to account for expected multiple viewings of the asset for review and re-enforcement of the material. Assets may include
 - a. self playing videos or animation, or
 - b. audio podcasts and recordings
4. Links to external learning assets – calculated as an average of the time required to consume content such as by
 - a. reading an article
 - b. watching a self-paced instructional video
 - c. playing an instructional game
 - d. or completing a simulation
5. Assignments – The instructor expectation of time spent in online instructional assignments and activities such as:
 - a. postings to group discussion sites/bulletin boards
 - b. online group project work
 - c. use of class social media sites for group discussion/participation
 - d. student-teacher interaction

West Coast University strives to ensure an equivalency of effort and time invested by the student in learning activities, whether a course is taught in an online or on-ground environment.

Periodic Review of Course Credit

WCU has two processes to regularly review the application of the University credit hour definition across all programs and delivery methods to assure that credit hour assignments are accurate and reliable.

1. Adherence to the institutional credit hour policy is evaluated regularly as part of the Annual Learning Outcomes Review or Program Review process. For disciplines with a programmatic accreditor, the credit hour review is incorporated into the comprehensive self-study.
2. Assignment of credit hours for a particular course are reviewed and evaluated using the Course Approval Form, required when new courses are developed or when existing courses are modified. Program Deans, Chairs, and faculty are charged with the responsibility to demonstrate and document the accurate application of the WCU credit hour definition for instruction and out-of-class student work. Course syllabi reflect course credit hours and the amount of student work required to earn the credits. The credit hour definition is applied to all courses regardless of the number of academic weeks required for instruction. Courses with same course title have a consistent purpose, scope, quality, assessment, as well as expected learning outcomes regardless of delivery method.

PERSONAL ELECTRONIC DEVICES

All programs/courses require that students have access to their own personal electronic device (PED) for classroom activities, access to online instructional materials and course assessments. Students that do not have an electronic device, please contact your Financial Aid Office to learn more about your purchasing options.

It is the student's responsibility to ensure their device meets the University's System and Browser Requirements, these requirements can be found in the West Coast University Student Handbook Addendum. It is the student's responsibility to ensure the care of the PED while at the University. West Coast University shall not be responsible for the theft, loss or damage to personal electronic devices brought to the University by a student.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED

The transferability of credits earned at West Coast University is at the complete discretion of the institution to which a student may seek to transfer. Acceptance of the degree or certificate earned is also at the complete discretion of the institution to which the student may seek to transfer. If the credits or degree that is earned at West Coast University are not accepted at the institution to which transfer is sought, the student may be required to repeat some or all coursework at that institution. For this reason, students should make certain that attendance at West Coast University will meet their educational goals. This may include contacting an institution to which the student seeks to transfer after attending West Coast University to determine whether credits or the degree/certificate earned at WCU will transfer.

TRANSFER CREDIT

West Coast University (WCU) accepts up to a maximum of 90 transfer credits from a combination of both traditional and non-traditional sources in accordance with the policies and procedures below. In addition to these university policies, individual program transfer policies may be more restrictive than the university policies stated here. Please review the individual program pages for additional information regarding specific programmatic transfer policy guidelines.

Transfer Credit for Previous Education

WCU may accept a maximum of 90 traditional transfer credits for undergraduate course work and a maximum of 9 credits for graduate courses.

WCU may accept credit for previous courses taken from other academic institutions or organizations that meet the following criteria:

1. The course was taken from an institution accredited by agencies recognized by the U.S. Department of Education and/or the American Council on Education (ACE).
2. A grade of C- (70%) or better was achieved for an undergraduate course and a grade of B- (80%) or better was achieved for a graduate course as documented on official transcripts. However, as each program maintains its own transfer credit requirements, please refer to the specific academic program section for which you are applying.
 - a. Undergraduate pre-licensure programs require a grade of "C" (2.0) or better.
 - b. Undergraduate post/non-licensure programs require a grade of "C-" (1.7) or better.
 - c. Graduate post/non-licensure programs require a grade of "B" (3.0) or better.
 - d. For pre-licensure graduate transfer credit requirements, please see the academic programmatic section of the catalog.

3. The course recency requirements are met (see requirements below).
4. Courses with less than the required semester credits may be combined with other courses to meet the required credit requirements.
5. When awarding transfer credit based on classes from quarter-based institutions, West Coast University will grant students credit based on the WCU course equivalent. For example, for a standard four-credit quarter lecture course, three WCU semester credits will be awarded.
6. The course meets the requirements of the specific academic program for which it is being considered. Each program maintains its own transfer credit requirements.
7. Courses taken as part of a completed degree are generally not accepted, however, they may be considered for dual-degree programs, as part of the WCU Bridge program, or at the discretion of the Dean.

Recency Requirement: The University's recency policy mandates that all science courses, required as a pre-requisite to the program core, must have been completed in the five (5) calendar years prior to admission. All other science courses not designated as a pre-requisite to the program core may be submitted for evaluation of transfer credit requirements regardless of recency.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be conditionally enrolled for a period of one term through the submission of unofficial transcripts, submitted no later than four days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

In addition to the university requirements above, official transcripts must be received by the deadlines indicated by the individual program to which the student is applying.

Decisions regarding transfer credit are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review transcripts from previous institutions to determine what credit, if any, will be granted. If official transcripts are not received within the appropriate university or programmatic time frame, credit may be awarded at the program Dean's/Director's discretion.

Credit for Previous Education or Training for Veterans

Military service veterans are required to provide official transcripts for all prior postsecondary educational courses successfully completed to be reviewed for potential transfer credits. Students must report all education and training. The school must evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the VA and student notified.

International Transfer Credit

Prospective students with foreign degrees or credits they wish to transfer to WCU are expected to submit an original copy of a National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars, and Admissions Officers (AACRAO), or Association of International Credential Evaluators (AICE) approved transcript evaluation, along with copies of official transcripts, sent directly to the Admissions department for consideration in the admissions process. Examples of acceptable evaluation services include:

- International Consultants of Delaware (www.icdeval.com)
- World Education Services (<http://www.wes.org>)
- International Education Research Foundation (www.ierf.org)

It is the prospective student's responsibility to ensure that the foreign evaluation is received by Admissions before consideration of the application for admission to WCU will occur.

Approved Transfer Credits

If approved, the applicant will be notified of the credit(s) granted. The Veterans' Administration will also be notified of the credit(s) granted to veteran applicants. Students are expected to attend all classes in their program of study until their transfer credit request has been evaluated and approved.

Transfer Credit for Previous Education

Second Bachelor's Degree Requirement

If a student has earned a previous baccalaureate degree, and wishes to pursue a second, the student must complete a minimum of 30 additional unique credits in the area of study/core beyond the date their most recent undergraduate degree was completed.

Non-Traditional Transfer Credit

WCU may accept a maximum of 60 credits for a combination of non-traditional courses, trainings, exams, work experience military training, or experience achieved or demonstrated through the following:

Non-military (max 60 credits)

1. National and WCU Exams (CLEP, AP, IB, AICE, DANTES, WCU Challenge)
2. National Credit Recommendations (ACE)
3. Prior Learning Assessment (PLA)
 - a. Professional Certificates, Licenses, and Trainings
 - b. Experiential Credits (EC)

Military (max 30 credits)

1. Military Training or Experience

National and WCU Exams

WCU may award a maximum of 60 general education and/or elective credits for College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), Defense Activity for Non-Traditional Education Support (DANTES), and WCU Challenge exams.

CLEP, AP, IB, AICE, and DANTES Exams

WCU may accept credits for these exams based on the following criteria:

1. Students seeking credit through completion of a CLEP exam must receive a minimum score of at least 50 as documented on an official CLEP transcript.
2. Students seeking credit through completion of an AP exam must receive a minimum score of 3 on any subject area exam as documented on an official AP transcript.
3. Students seeking credit through completion of an IB exam must receive a minimum score of 5 on any subject area HL or SL exam as documented on an official IB transcript.
4. Students seeking credit through completion of an AICE exam must receive a minimum score of C or better on any subject area AS or A level exam as documented on an official AICE transcript.
5. Students seeking credit through completion of a DANTES exam must receive a minimum score of 400 or better on any subject area exam as documented on an official DANTES transcript.
6. A student cannot receive credit by CLEP, AP, IB, AICE, and/or DANTES exam for a WCU course that the student earned a failing or non-passing grade.
7. Students may only take CLEP, AP, IB, AICE, and/or DANTES exams once. Exam transcripts showing an exam retake shall not be considered for evaluation.

8. CLEP, AP, IB, AICE, and/or DANTES credit shall be applied only to fulfill General Education or elective credit requirements. Courses in the major academic core are not eligible for credit by CLEP, AP, IB, IAICE, and/or DANTES exams.
9. The University shall not provide credit for CLEP general examinations. Only CLEP subject examinations will be evaluated for credit.
10. The CLEP, AP, IB, AICE, and/or DANTES exams must meet the requirements of the specific academic program for which it is being considered. Each program maintains its own transfer credit requirements.

To be considered for evaluation, students must submit the appropriate exam score documentation directly to WCU from the testing agency by the deadlines mandated for post-secondary official transcripts. Duplicate credit shall not be granted to students who have achieved minimum CLEP, AP, IB, AICE, and/or DANTES exam scores and have taken the equivalent course at WCU. Credits earned through these standardized examinations do not count toward a student's cumulative grade point average (CGPA).

Decisions regarding exam credit are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review exam transcripts to determine what credit, if any, will be granted. In addition to the university exam requirements, official transcripts must be received by the deadlines indicated by the individual program to which the student is applying. If exam transcripts are not received within the appropriate university of programmatic time frame, credit may be awarded at the program Dean's/Chair's discretion.

Challenge Exams

WCU allows students to "challenge" a declined traditional transfer credit in some programs of study for which they have earned prior credit *but for which credit was not* transferred upon matriculation. WCU Challenge exams are not an available option for all WCU academic programs, and the student is encouraged to confirm availability of this option directly with the program. If the WCU Challenge Exam option is available, the student must submit a Challenge Exam Application Form to the Director of Student Services at the campus they are attending and comply with the following requirements:

1. Students will only be allowed to take a WCU Challenge Exam if they meet the general and program-specific criteria. If the request to challenge a course is approved, and the student passes the appropriate examination, credits earned for classes challenged will be valid for 12 months from the time the exam is taken. Once a student matriculates, the course requirement is satisfied and posted to the transcript, becoming a permanent part of the student's academic record. If the WCU Challenge Exam is not successfully passed, the course requirement will remain in the student's program of study.
2. The student must declare which course(s) he/she would like to challenge and must gain approval from the program's academic administration. Each program has its own unique requirements and deadlines for submitting the WCU Challenge Examination Application.
3. Students may not apply for a WCU Challenge Exam for courses in which they are currently enrolled or have previously taken at WCU. A course may be challenged only one time. Each program has established its own passing grade requirements for WCU Challenge exams, and no more than twelve (12) semester credits may be earned through WCU Challenge exams.
4. Credits earned through WCU Challenge exams do not count towards the in-residence requirements or towards a student's cumulative grade point average (CGPA). In addition, a student's financial aid may be affected if challenge credit is received; therefore, students considering challenging a course should consult with their campus Financial Aid Officer on the impact of doing so.
5. A non-refundable fee of \$100 will be charged per exam. All nursing clinical course challenge exams require a non-refundable fee of \$500 per exam. The fee must be paid prior to the exam and is not included as part of the student's financial aid package.
6. The University's decision on a student's eligibility to take a specific WCU Challenge Exam is final and may not be appealed. If a student achieves credit by successfully challenging a course and

passing the challenge exam, no guarantee is made that the student will advance his or her degree completion date. Degree acceleration will be based on space availability.

National Credit Recommendations

WCU may award a maximum of 60 credits for ACE evaluated trainings, certifications, or work experiences.

The American Council on Education evaluates non-traditional trainings, certifications, and certain work experiences to recommend equivalent college credit based on learning outcomes. To be considered for evaluation, students must submit the appropriate documentation directly to WCU that illustrates proof of completed ACE training by the deadlines mandated for post-secondary official transcripts. Duplicate credit shall not be granted to students who have completed the equivalent course at WCU. ACE credits must meet the requirements of the specific academic program for which it is being considered. Each program maintains its own transfer credit requirements. Credits earned through ACE do not count toward a student's cumulative grade point average (CGPA).

Decisions regarding ACE credit are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review documentation to determine what credit, if any, will be granted. In addition to the university requirements, documentation must be received by the deadlines indicated by the individual program to which the student is applying. If documentation is not received within the appropriate university or programmatic time frame, credit may be awarded at the program Dean's/Chair's discretion.

Prior Learning Assessment (PLA)

WCU may award a maximum of 30 credits for a combination of professional certificates, licenses, trainings, or work experience, and 42 credits for successful completion of the NCLEX-RN exam.

Professional Certificates, Licenses, or Trainings

WCU may award a maximum of 30 credits for professional certificates, licenses, or trainings completed as part of the student's work or educational experience.

These include certifications such as Project Management Professional (PMP), Chartered Financial Analyst (CFA), and licenses such as Registered Nurse (RN). To be considered for evaluation, students must submit transcripts directly to WCU by the deadlines mandated for post-secondary official transcripts. Credits must meet the requirements of the specific academic program for which it is being considered. Each program maintains its own transfer credit requirements. Credits earned through certificates, licenses, or trainings do not count toward a student's cumulative grade point average (CGPA).

Decisions regarding transfer credit by this method are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review transcripts to determine what credit, if any, will be granted. In addition to the university transfer partnership requirements, transcripts must be received by the deadlines indicated by the individual program to which the student is applying. If transcripts are not received within the appropriate university or programmatic time frame, credit may be awarded at the program Dean's/Chair's discretion.

Experiential Credits (EC)

WCU may award a maximum of 15 credits for skills gained through work experience.

This is attained through the completion of a portfolio that will be evaluated by the program Dean or Director at the campus to which the student is applying. To be considered for evaluation, students must complete the following steps:

1. Complete a separate portfolio utilizing the Experiential Credits Portfolio Template for each of the courses seeking credit. Work experience must align with a specific WCU course and the course learning outcomes.
2. The portfolio must be submitted to the Registrar at WCU at least two full terms prior to a student's graduation.

3. Duplicate credit shall not be granted to students who have completed the equivalent course at West Coast University.

The program Dean or Director will review the portfolio to determine what credit, if any, will be granted. In addition to the university EC requirements, portfolios must be received by the deadlines indicated by the individual program to which the student is applying. If portfolios are not received within the appropriate university of programmatic time frame, credit may be awarded at the program Dean's/Chair's discretion.

Credits must meet the requirements of the specific academic program for which it is being considered. Each program maintains its own transfer credit requirements. Credits earned through EC do not count toward a student's cumulative grade point average (CGPA).

Military Training or Experience

WCU may award a maximum of 30 credits for prior military training or experience.

Former and current military service personnel may receive credit for any WCU course based on the ACE military guide recommendations. Current and former military service personnel shall be required to provide WCU with an official copy of their Joint Services Transcript by the deadlines mandated for post-secondary official transcripts, which is then evaluated by Registrar's Office using the ACE system. This document provides official information about an individual's previous education/training and work experience while in the military.

Decisions regarding military training or experience credit are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review Joint Services transcripts to determine what credit, if any, will be granted. In addition to the university military training or experience requirements, official Joint Services transcripts must be received by the deadlines indicated by the individual program to which the student is applying. If Joint Services transcripts are not received within the appropriate university of programmatic time frame, credit may be awarded at the program Dean's/Chair's discretion.

CAMPUS TRANSFER

Students requesting to transfer to another West Coast University campus must ensure the following requirements are met:

- Space and appropriate courses must be available at the new campus to which the student wished to transfer
- Apply for campus transfer through Student Services by the Friday of week seven (7),
- Must be confirmed by the Campus Registrar as making satisfactory academic progress,
- Must meet the University's attendance standards
- Must be in good financial and academic standing with the current campus,
- Must have no violations of the Student Code of Conduct.

Eligibility to transfer to another campus may not be approved by the Academic or Program Dean if the student has previously failed or been reinstated after academic dismissal. Students should contact their Dean regarding eligibility under this policy. Approval from the appropriate Dean and Executive Directors at both campuses must be received prior to approval.

If the student is requesting a transfer after starting core courses, the individual must meet all core entry requirements, including but not limited to prerequisites coursework and clinical/fieldwork requirements.

All grades for all courses attempted at both WCU campuses will be used to calculate the student's cumulative grade point average and rate of satisfactory academic progress.

Please Note: The Dental Hygiene program is approved by the Commission on Dental Accreditation to

be offered at the Orange County campus only, so all courses in the Dental Hygiene Program, including general education, must be taken at the Orange County campus.

Please Note: The Speech Language Pathology program is approved by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) to be offered as a distance education program with on-campus clinical intensive experiences to be offered at the Texas and Center for Graduate Studies campuses only.

Please Note: The Physician Assistant program is approved by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Two campus locations are available, though coursework must be taken at either the Texas or Center for Graduate Studies Campus were the student has been accepted for enrollment. The programs are independent and accredited separately.

TRANSFERS TO A NEW PROGRAM

Students who have begun the coursework of one academic program and who wish to transfer to another program must seek permission from the program Dean/Chair. In order to obtain approval, all admissions requirements must be met for the program they wish to enroll in.

As part of requesting to transfer to another program the following conditions must be met:

- Space in the program and seats in the appropriate courses must be available.
- All Satisfactory Academic Progress criteria must be met.
- Must be in good academic and financial standing with the University.
- Must occur at the beginning of a trimester/semester.*
- Must be submitted to the Program Dean at least six (6) weeks before the anticipated start of the new program/track.
- Must be cleared by the financial aid office at least four (4) weeks prior to the start of the new program/track.

Students should contact Student Affairs regarding eligibility under this policy.

*The start of a trimester/semester differs by student.

Impact of Program Transfers or Additional Degrees on Satisfactory Academic Progress for Undergraduate Students

Should a student be approved to transfer from one program of study to another or should a student wish to obtain an additional degree, attempted and completed coursework within the University will be treated as completed credits within the new program only if the courses pertain to the new program of study as outlined in the catalog. In such cases, attempted and completed credits will be considered in determining satisfactory academic progress from both a cumulative grade point average calculation and maximum allowable time frame perspective. The Registrar shall document in the student's record those courses completed by the student that have been accepted for transfer to the new program.

CHALLENGE CREDIT

WCU GE Challenge Exam Policy for On-ground Campuses:

WCU allows students to "challenge" a West Coast University course for which the equivalent transfer credit request was denied. WCU challenge exams are not an available option for all WCU academic programs. Students are encouraged to confirm availability of this option directly with the program director.

If the WCU challenge exam option is available, the student must submit a challenge exam application form to their Student Affairs advisor and comply with the following requirements:

1. Student will only be allowed to take a WCU challenge exam if they meet the general and program-specific criteria. If the request to challenge a course is approved, and the student passes the appropriate examination, credits earned for classes challenged will be valid for twelve (12) months from the date the exam is taken. Once a student matriculates, the course requirement is satisfied and posted to the student's transcript becoming a permanent part of the student's academic record. If the WCU challenge exam is not successfully passed, the student will be required to take the course requirement in their program of study.
2. Students must satisfactorily meet all prerequisites of any courses being challenged, prior to taking the challenge exam.
3. Students must complete all challenge exams prior to the start of their first course with West Coast University.
4. Students must declare which course(s) are proposed to be challenged and must gain approval from the program's academic administrator. Each program has its own unique requirements and deadlines for submitting the WCU challenge examination application. It is the student's responsibility to ascertain and comply with all requirements necessary to take a challenge exam.
5. Students may not apply for a WCU challenge exam for courses they have previously taken at WCU. A course may be challenged only one (1) time. Students must complete the challenge exam with a score that is equal to or higher than the minimum required transferrable grade for the course that is being challenged, and no more than twelve (12) semester credits may be earned through WCU challenge exams.
6. Credits earned through WCU challenge exams do not count towards the in-residence requirements or towards a student's cumulative grade point average (CGPA). In addition, a student's financial aid may be affected if challenge credit is received; therefore, students considering challenging a course should consult with their campus Financial Aid Officer on the impact of doing so.
7. A non-refundable fee of \$100 will be charged per exam. All nursing clinical course challenge exams require a non-refundable fee of \$500 per exam. The fee must be paid prior to the exam and is not include as part of the student's financial aid package.
8. The University's decision on a student's eligibility to take a specific WCU challenge exam is final and may not be appealed. If a student achieves credit by successfully challenging a course and passing the challenge exam, no guarantee is made that the student will advance his or her degree completion date. Degree acceleration will be based on space availability.

CLEP Minimum Scores and General Education Equivalencies:

West Coast University accepts CLEP exam scores as a basis for awarding equivalent educational credit toward a degree. A student who seeks credit to be awarded by taking the CLEP examination must achieve a minimum score of 50. Those interested in requesting an evaluation should submit their scores as part of seeking credits for previous education.

AP Minimum Scores and General Education Equivalencies:

A student may receive credit for coursework if they achieved a minimum score of 3 in AP Calculus AB, AP Calculus BC, AP English Language and Composition, AP English Literature and Composition, AP Psychology and AP Statistics.

Military and Training Credit:

Former and current military service personnel may receive credit for any West Coast University course providing they meet certain criteria. The appropriate program Dean/Chair and the Registrar's Office shall be responsible for determining the final credit award.

Students attending a ground campus may be awarded a maximum of 24 undergraduate course credits for previous military training or work experience. Undergraduate students attending an online non-nursing program may earn a maximum of 30 undergraduate course credits for previous military training or work experience.

Current and former military service personnel shall be required to provide WCU with an official copy of their Joint Services Transcript, which is then evaluated by Registrar's Office using the American Council on Education (ACE) system. This document provides official information about an individual's previous education/training and work experience while in the military.

Nursing Challenge Exam Additional Requirements

Additional Nursing program-specific requirements include:

1. Students must be accepted into the nursing program in order to challenge a nursing course.
2. Students may not challenge a nursing course where there is evidence that a similar nursing course has been taken in the past for which the grade received was below a C.
3. Students who want to attempt a challenge examination for a clinical course must first: 1) transfer in credit for the related theory course or 2) pass the theory course challenge exam prior to attempting the clinical challenge examination.
4. Students must satisfactorily meet all prerequisites of any courses prior to taking the challenge examination.
5. Students who attempt and did not pass a lower level nursing course with a clinical component may not challenge a higher level nursing course with a clinical component.
6. Challenge examinations for pre-licensure courses include HESI, ATI or other similar standardized computer examinations. The grade necessary to pass is outlined in the associated course syllabus.
 - a. Students should acquaint themselves with the syllabus requirements for any course they wish to challenge.
 - b. Nursing students must complete any NURS designated challenge examinations within the first two terms of entering the first nursing (core) course.
 - c. Students must first successfully pass the challenged course prior to being allowed to enroll in a course that has this course as a pre/co-requisite.
 - d. Students, who are unable to successfully challenge the requested course by the start date of that course, must enroll in the course.
 - e. Students who wish to challenge a course must submit their application at least 4 weeks prior to the time when they would like to take the exam.
7. Additional information may be required prior to scheduling a challenge examination for clinical courses, such as immunization status, health records, background check, drug screening, fire and BLS cards (i.e.-clinical packet information).

GOOD STANDING POLICY

A student is considered to be in good academic standing at the end of a term or semester under the following conditions:

- Meets all Satisfactory Academic Progress requirements and must not have been academically dismissed
- Is not on Financial Aid Warning, Academic Warning, or Probation.
- Must be free and clear of violations of academic and/or student conduct policies. Students with pending disciplinary action before the Campus Appeals Committee are not considered to be in good standing.
- Has no active academic, financial, or library holds.
- Undergraduate students must have completed the term with a term and cumulative grade point average of 2.0 or higher.

- Graduate students must have both a term/semester/trimester *and* cumulative grade point average of 3.0 or higher.

ATTENDANCE POLICY

Class attendance, preparation, and participation are integral to a student's academic success. Active attendance is determined by a student's continued participation and attendance in registered courses. Students are urged to be accountable for in class time and outside of class time. As a result, students will be withdrawn from a class for any the following reasons:

1. Lack of recorded attendance by the end of the add/drop period.
2. Lack of recorded attendance for fourteen (14) consecutive calendar dates, excluding holiday and schedule breaks. (In situations for which a holiday or scheduled break directly impacts a student's ability to comply with this clause, the university will extend this period, with appropriate documentation, until the next scheduled opportunity for them to show attendance.)
3. Violation of modality specific requirements as stated below:

Attendance Policy Details by Delivery Modality

(1) Face-to-Face Courses. Each student participating in a face-to-face course is expected to actively participate through in-person, on campus attendance in each defined course. Absences in excess of the limits stated below will result in a grade of "WF".

Program	Face-to-Face, Blended, and Online Synchronous Courses: Maximum Percent of Absences (time missed in live instruction)
General Education	30%
Nursing	Theory 20%Clinical 0%
Dental Hygiene	20%
Pharmacy	Theory Courses 20% Clinical 0%*
Physician Assistant - Texas	Didactic/lab 10%Clinical Experience 0%*
Occupational Therapy	Didactic and Lab Courses 20%Clinical Courses 0%*
Physical Therapy	Didactic and Lab Courses 10%Clinical Courses 0%*
Health Administration	N/A
Public Health	N/A
Physician Assistant - California	Didactic/lab 20%Clinical Experience 0%*

*Students are required to make-up any missed clinical hours.

Please note because of the unique requirement of each academic offering, additional details are provided below. Students are also advised to review their programmatic handbook.

Pharmacy: Students scheduled for an approved APPE term who will not be actively engaged for up to 45 days will be considered enrolled if they submit a signed "Intent to Return" form to the Financial Aid Office prior to their last date of attendance in the previous semester.

Clinical Attendance Policy – Nursing

Students are expected to be present and prepared to begin all clinical* (includes skills lab, simulation center, and clinical experiences) shifts at the scheduled start time. Students are not to contact the clinical site directly for a make-up experience. There are no excused clinical absences.

- If a student submits a documented extenuating circumstance** and it is approved, and the duration of the circumstance is limited to missing only one clinical shift, the student will be required to make up the absence by attending/completing a one-time only campus specific activity. The approved extenuating circumstance covers one missed clinical experience only and will not be approvable if the timeframe enters a second missed clinical activity. Any time missed beyond one approved extenuating circumstance will result in a withdrawal/NP*** for the course.
- Certain absences (e.g. – positive COVID-19 diagnosis) may warrant more than one absence in other clinical activities such as simulation and skills labs within the immediate week of the initial absence. In these instances, the student's subsequent clinical activities (simulation and skills labs) can be considered a singular absence under the attendance policy for the immediate week only. Absences in any clinical activities beyond the immediate week would be considered a second absence and be subject to the policy as stated above.
- If the absence is not approved, as extenuating, then the student will not be able to make up the clinical time, thus not meeting the direct care hours as prescribed by the state Boards of Registered Nursing and will receive a withdrawal/NP*** for the course.

Unapproved-documented clinical absences will result in course withdrawal or failure which in turn could lead to a delay in program progression due to clinical space availability.

Clinical Tardiness

Arrival after the scheduled start time constitutes tardiness.

All subsequent tardiness, and/or failure to complete the clinical activities prior to the next clinical shift will result in the loss of the eligibility for the following programs/opportunities:

- The student will be allowed to remain and participate in the clinical experience at the first occurrence of tardiness, if the clinical site allows.
 - The second tardy will be defined as a clinical absence.
 - The student will also be assigned additional make-up clinical activities (6 to 8 hours.) by the clinical faculty.
 - Additional clinical activities will be given to the clinical faculty by the Lead instructor and will be related to the course at an advanced level.
 - Documentation of completion of the clinical activities will be submitted to the Lead faculty for grading via e-mail prior to the next clinical shift.
 - Global Public Health
 - Oxford Honors Program
 - Sigma Theta Tau International – Nursing's Honor Society
 - Eligibility to serve as a Nursing Student Association Officer
 - Eligibility to serve as a Peer Assisted Learning Tutor
-

***Clinical:** Denotes skills lab, simulation center or clinical experiences.

****Documented Extenuating Circumstance:** Death in the family; auto accident; documented illness of self or immediate family member (spouse, child, parent, and grandparent); extreme weather (hurricane, fires) wedding (if the student informs the course and clinical faculty member(s) no later than week 5 of the previous term).

The following are not considered extenuating circumstances:

- Childcare
- Work Schedule Conflicts
- Transportation
- Traffic

*****Withdrawal/NP:** Nursing Corequisite Course Drop Policy:

Pre-licensure Nursing students who are enrolled in courses with corequisites must maintain enrollment in both courses throughout the term. If a student is seeking to drop, or is dropped/withdrawn from a course with a corequisite, the co-requisite course will also be dropped. The drop of the corequisite will not count as an unsuccessful attempt. When a student drops, or is dropped/withdrawn from a course with a corequisite after the Withdrawal (W) deadline, as published in the University Catalog, the student will be permitted to continue in the corequisite course.

(2a) Online Courses, Asynchronous Learning: Each student participating in an online course with asynchronous learning (without live instruction) is expected to actively participate through Academically Related Activities ("ARA"), all of which contribute to the students' overall academic goals.

Academically Related Activities are used to determine a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses.

The following activities that occur on a weekly basis after the course start date and on or before the course end date will be considered Academically Related Activities:

1. Submission of a gradable assignment, such as a paper, test, exam or quiz.
2. Participation in a gradable online discussion, as directed by an instructor, with classmates, in a way that is substantively and academically related to the enrolled course.
3. Participation in a gradable online discussion with an instructor (as defined by the University's Guidelines for Substantive Interaction Policy) in a way that is substantively and academically related to the enrolled course.

The purpose of substantive interaction in an online discussion forum or thread is to promote comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication. A substantive post adds to the discussion and encourages a response from fellow students. A student's discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student experience of facts may also vary based on the student's perception. In some cases, the values of an outcome may be explored that further expands on the discussion thread. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper academic understanding of the topics discussed in the course, which will contribute to student academic achievement. Some examples of substantive posts that will be considered an ARA:

- Making associations between coursework readings and the interactive discussion.
- Apply lessons from your work, clinical rotations, and/or life to the interactive discussion.
- Ask additional questions of your classmates.
- Explain why you agree or disagree, offering specific examples to support your beliefs.

- Craft comprehensive academic thoughts on the academic topic that are at least 25 words.

Some examples of non-substantive posts that will not be considered an ARA:

- Discuss topics unrelated to the academic coursework (i.e., the plot line of your favorite television show).
- Mocking or insulting classmates for their opinions.
- Asking questions of the instructor that are not academically substantive in nature or related to the specific course (i.e., "will this test be hard?").
- Offering a two word response like "I disagree," without further explanation.
- Merely logging into an online course without active participation (as described above) does not constitute attendance.
- Work submitted outside the Learning Management System does not count toward attendance.

A student is considered to be in continuous attendance as long as no more than fourteen (14) calendar days exist between ARAs.

During the add/drop period, students are required to establish class participation by logging into each course before the end of the add/drop period and submit a required assignment/test/quiz/paper. Students who log into the course(s) within the add/drop period of the term start date but fail to participate academically will be administratively withdrawn from the course(s).

After the add/drop period, students' participation and substantive interaction for academic attendance will be tracked using the tools within the learning management system (LMS). Throughout the term, students must participate in such a way as to ensure successful completion of the course by the end of the term (i.e., regularly submitting assignments and continuing to substantively interact with other students and the instructor). Students are expected to abide by the institution's Attendance Policy and Online Student Attendance Requirements. Students who do not engage in an ARA for a 14 consecutive calendar day period (excluding holidays and scheduled breaks) will be administratively withdrawn for lack of participation/substantive interaction, resulting in a grade of "WF" or "WNP" recorded on the student's academic transcript.

A "class week" for online asynchronous learning courses starts on a Monday and ends on the following Sunday at 11:59 PM PST.

(2b) Online Courses, Synchronous Learning: Each student participating in an online course with synchronous learning (live instruction) is expected to actively participate through in-person, online attendance in each defined course. Absences in excess of the limits stated in the Face-to-Face section / chart will result in a grade of "WF".

Online courses with synchronous learning are those in which all students and the faculty are online at the same time (e.g., attend a video conference class session; take an online quiz, test, or exam; engage in an assigned group). Attendance for courses with online synchronous learning is taken in a similar manner as on-ground / face-to-face web enhanced courses (i.e., time spent in live instruction).

(3) Blended Courses: Blended modality courses are subject to both the on-ground / face-to-face course and either the online asynchronous or online synchronous course attendance policies. Online asynchronous or online synchronous learning in blended courses is determined by each academic program. For blended courses with online synchronous learning, absences in excess of the limits stated in the Face-to-Face section / chart will result in a grade of "WF".

For blended courses, the "class week" corresponds to the week between the on-campus meeting times. For example, if the on-campus portion meets on Tuesdays, the related online portion begins that same Tuesday and ends the following Monday at 11:59 PM PST.

Additional Attendance Policy Details

Determining Last Date of Attendance: A student's last day of attendance will be the last recorded day the student attended an on-ground class or online synchronous class or for those students

taking an online asynchronous class, the last day the student participated in an academically related activity, as defined under the Online Course, Asynchronous Learning section.

Military Duty: Students whose military service requires them to be absent from their scheduled classes will not be penalized. The student must provide the appropriate program Dean/Director/Chair with written documentation verifying the required military leave and length of time requested. Students who are absent for more than the maximum allowed absences for the program including time for military service, will need to take a Leave of Absence.

Miami Campus - Veteran's Attendance Policy: Early departures, class cuts, tardies, etc., for any portion of a class period will be counted as unexcused absences. In addition, each minute missed will be counted toward overall time absent from the course. Additionally, students who exceed the published absence allowances in the University Catalog will be dropped from the course.

Students exceeding 20% total absences in a calendar month will have their Veteran Affairs Benefits terminated for unsatisfactory attendance. In order to show that the cause of unsatisfactory attendance has been removed, students must show good attendance (as defined) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits. The student's attendance record will be retained in the veteran's file for USDVA and SAA audit purposes.

ADD/DROP PERIOD

The Add/Drop period begins at the start of a term and ends on the second Tuesday of the term of the term. During this period, students may add or drop classes. Courses dropped during this period will not appear on students' transcripts nor be included in evaluating the student's Satisfactory Academic Progress. Students dropping all classes will be treated as a withdrawal from the University.

New students may be admitted during this period provided they attend at least one scheduled class during the Add/Drop period. Students will not be admitted after the Add/Drop period without approval from the campus Executive Director and the applicable program Dean/Chair. Note: For information regarding adjustments to institutional charges, please see the Refunds for Dropped Courses policy in the "Financial Aid > Withdrawal and Refund Policies" section of this catalog.

Please note, the University will automatically withdraw a student from any course(s) in which he or she is registered and for which attendance has not occurred by the end of the Add/Drop period. Programs and courses may have specific attendance requirements. Students dropping any course(s) within the OT, PT, PA or SLP programs will be withdrawn from the University. Please refer to the programmatic section of the catalog and to the specific programmatic handbook for each program for more information.

COURSE SEQUENCE AND OVERLOAD POLICY

Course Sequence

Each academic program has a preferred sequence of classes intended to optimize learning and time-to-degree. Students are expected to follow the preferred sequence as set by the Program Dean. If a student has an extenuating circumstance that they feel warrants a change in course sequence, they should submit an exception request directly to their Program Dean for consideration. In rare cases, the Program Dean may accept an exception request for a sequence change based on individual student circumstances. Note that student sequences may be altered by the institution due to seat capacity, online course size, or other administrative concerns.

Course Overloads

A student is considered to be taking a "course overload" when their coursework exceeds 18 credits within one semester/trimester. All course overloads must be approved by the Program Dean/Director of Chair for the program in which the student is enrolled.

In order to receive approval from the program Dean/Director or Chair, students must meet the following minimum requirements in order to be eligible to petition for overload:

1. Have a cumulative and previous term grade point average (GPA) of 3.0.
2. Have passed all non-core and/or prerequisite courses with a C- or better.
3. Be in good standing with the University.
4. Not be in his/her first term at WCU.

Program Deans/Director and Chairs may consider additional factors in their review of overload petitions. Examples include previous educational performance, classroom seating capacity, absence of pre-requisite coursework, or other curriculum limitations. Students are encouraged to consult with their program Dean/Director and Chair for details on limitations.

Once all the above requirements have been satisfied, an Overload Request form will be provided to the student. The signed Overload Request form must be submitted to the financial aid office to receive counseling on the financial ramifications for the additional course(s). After this counseling, a financial aid representative will sign the Overload Request form, after which the student must submit the Overload Request form to the Campus Registrar for the final approval. The Campus Registrar must receive the Overload Request form with all required signatures within 72 hours of the initial request.

COURSE AUDIT POLICY

The purpose of auditing a course is to enhance personal and professional growth. If class space permits, a student may audit a course as long as written approval is granted from the instructor prior to the start of the term or semester. Students are required to attend classes but are not required to submit assignments or take exams. The amount of participation required of auditing students is left to the discretion of the instructor. A limit of one audit course may be taken in any given term/semester. No traditional letter grade is issued and the student will not receive credit for the course. The course will appear on the student's transcript with a notation of "AU" (audited).

Once a student has enrolled in a course for regular credit, the student cannot change to an audit status after the add/drop deadline. Courses taken on an audit basis fulfill no curricular requirements and students are prohibited from auditing courses required for their program unless they have previously completed the requirement. Undergraduate students may not audit graduate level courses.

Audited courses do not count towards determination of enrollment status for purposes of financial aid eligibility.

TAKING CLASSES AT ANOTHER CAMPUS

To provide additional flexibility for students, each campus has entered into a Consortium Agreement, whereby students enrolled at one campus (their "home" campus) may take courses at another campus (the "host" campus), if the courses are offered and available. A student who wishes to enroll in courses offered at another campus must:

- Notify the Campus Registrar of his/her intent so that he/she can be registered in the course at the appropriate campus and attendance and grades can be tracked;
- Continue to seek services, such as counseling, career services and financial aid, at the home campus;
- Complete a minimum of 35% of credits for a bachelor degree program at the home campus;
- Comply with the policies and regulations for whichever the campus he/she is attending;

Additionally, space must be available in the host campus course for which the student wishes to enroll.

This policy applies to full courses that a student wishes to enroll in at another West Coast University campus, and does not allow for students to attend and receive credit for individual classes held within a term at other campuses. This policy does not apply to students enrolled in any academic program which is offered at only one campus.

Intercampus Registration

Under the West Coast University, Inter-Campus Consortium Agreement, students have the opportunity to enroll in a course at another West Coast University campus, if the course is offered and available. A student who wishes to enroll in a course offered at another campus must:

- Apply for Inter-campus registration through the Campus Registrar by week seven (7);
- Continue to seek support services and resources, such as advisement, career services, and financial aid, at their home campus;
- Comply with the policies and regulations for the campus he/she is physically attending.

Inter-campus registration requests for a course may not be approved by the home campus Dean if the student has previously failed or withdrawn from the same course at their home campus. Students should contact their home campus Dean regarding their eligibility to take courses at another campus. Approval from the appropriate Academic or Program Dean at both campuses must be received in order to register for courses.

ONLINE-DISTANCE EDUCATION-BLENDED COURSE REQUIREMENTS

The University's online learning environment includes a substantial expectation of interactive virtual learning activities and engagement. Chat rooms and threaded discussions promote productive class interaction, and allow students to connect with faculty members for help and guidance. Chat rooms are open for discussion with peers (at any time) or faculty (during office hours). Online courses also engage students with interactive learning exercises and animated activities, and can include instant messaging, live meeting rooms, and multimedia materials which provide an audio visual learning advantage. Students are able to see and hear each lesson from any computer with access to the Internet that meets the hardware and software specifications as noted in the University Student Handbook.

Registration Information

1. Students may enroll in online courses during the campus open registration period. Students are informed of this registration period via email. Registering for an online class using this process does not guarantee placement into the class; Registrars verify class schedules then place students into respective classes.
2. Program offering courses only in an online and/or blended delivery method will be automatically scheduled in the course(s) by the Registrars.
3. Access to the online course materials is provided 7 days prior to the start date of the course. Students enrolled for the first time in online or blended courses are enrolled into the New Student Orientation, New Student Training, and/or FYS002 courses that include tutorial and training resources. Students are provided access to one of these training courses a minimum of 7 days prior to the start date of the course. The Online Course Calendar provides training week dates.

Instructional Delivery and Facilitation

West Coast University utilizes the Canvas Learning Management System. Technical support for Canvas is offered 24 hours per day, 7 days per week. There are minimum system requirements to access not only Canvas but also any resources that may be posted on Blackboard or utilized in a course. Please refer to the University Student Handbook. for minimum technical requirements. For technical support

options, please click on the Help tab located on the navigation menu on the left side at the top of your Canvas page. Canvas can be accessed here: <https://canvas.westcoastuniversity.edu/>.

The course provides students ongoing engagement through threaded discussions (Online Discussion Board), announcements, wikis, and blogs. Students are expected to appropriately (netiquette) interact with course peers through threaded discussion dialogue and critiques. Students may further post appropriate imagery, URL links, articles, podcasts, and videos that support evidence the student has mastered the learning outcomes.

The Online Discussion Board is designed to stimulate class dialogue that would normally take place in a face-to-face didactic setting. Participation in the Discussion Board serves as a learning strategy to help demonstrate student knowledge of course content. Each Discussion Board post will be assessed using a rubric (located under the "My Grades" menu). In addition to reviewing the grading criteria in the rubric,

All assignments are to be submitted via the online classroom. Email submissions will not be accepted. Grades and comments on graded items will be posted in the Canvas Gradebook, unless otherwise specified. All assignments submitted for each course must be created for that particular course and of the students' original work. Any assignment (a paper or presentation) submitted for credit in one course may not be duplicated and submitted for credit in any other course unless approved by the faculty or noted in the syllabus. Substantive written or video feedback will be provided to the student in the assignment rubric. All assignments submitted for a grade will be returned to the student within 72 hours after the assignment due date via the learning management system.

GRADES

The CGPA is calculated by dividing the total quality points (grade points earned multiplied by course credits) earned by the total semester credits for courses completed at West Coast University. Please refer to the West Coast University Grading Scale (p. 85) for courses that are not included in the CGPA calculation.

Grade Rounding

At West Coast University, all student assignments, quizzes, tests and examinations are entered into the learning management system gradebook as points are earned. When points earned are fractional/decimal score, faculty will enter to one decimal place without rounding and automated scores are populated as earned. For programs with a critical assignment grade, the learning management system automatically calculates cumulative achievement or non-achievement.

At the end of the course, the final grade will be entered as a percent for each student by the faculty. The final course percent is rounded to the nearest whole number using the tenths place (i.e., one number past the decimal point). A score of .5 and above is rounded up and a score below .5 is rounded down.

Examples of rounding for final course percent for final course grades:

89.7 = **90%**
 83.2 = **83%**
 75.5 = **76%**

Undergraduate Grading Scale

Students work is assessed by the use of a standard 4.0 grading scale as follows:

Numerical Grade Conversion Scale

Grading Scale
 Points
 Conversion Percentages (%)
 and/or Definitions

Grade	Points	Conversion Percentages (%)	Attempted	Successfully Completed for:				
				General Education Courses (Prere-Licensure Programs)	(Online Programs)	Nursing Courses	Post-Licensure Nursing Courses/BSBA/BSHA	Dental Hygiene Courses
A	4.0	93-100	Y	Yes to All				
A-	3.7	90-92	Y	Yes to All				
B+	3.3	87-89	Y	Yes to All				
B	3.0	83-86	Y	Yes to All				
B-	2.7	80-82	Y	Yes to All				
C+	2.3	76-79	Y	Yes to All				
C	2.0	73-75	Y	Y	Y	N	Y	N
C-	1.7	70-72	Y	N	Y	N	Y	N
D+	1.3	66-69	Y	No to All				
D	1.0	63-65	Y	No to All				
D-	0.7	60-62	Y	No to All				
F	0.0	59 and below	Y	No to All				
AU	0.0	Audit	N	No to All				
CR	0.0	General Education:	Y	Yes to All				

*Credit***Nursing &
Dental****Hygiene:**

*Credit for
Nursing
Advanced
Standing
Credit, or
76% or
higher on
Challenge
Exams*

P	0.0	Pass	Y	Y	Y	Y	Y	N/A
NP	0.0	No Pass	Y	N	N	N	N/A	N/A
I	0.0	Incomplete	Y	No to All				
WNP	0.0	Withdrawal No Pass	Y	N	N	N	N	N
TC	0.0	Transfer Credit	Y	Yes to All				
W	0.0	Withdrawal	Y	No to All				
WP	0.0	Withdrawal-Passing	Y	No to All				
WF	0.0	Withdrawal-Failure	Y	No to All				

A minimum passing grade is required for each course and varies by program. Earned grades below the minimum passing grade reflect that the course has not been successfully completed.

Each academic program has unique prerequisite requirements. Please see the specific program

section for additional information.

"C*" grades in core *Pre-licensure Nursing* and core *Dental Hygiene* courses reflect that the course has not been successfully completed. is the minimum grade in the *General Education* (p. 264) Program.

"C+" is the minimum passing grade in the core *Nursing* and *Dental Hygiene* Programs.

"C*" grades in core *Pre-licensure Nursing*, and core *Dental Hygiene* courses reflect that the course has not been successfully completed.

"P" or "NP" are the grades issued for all *Nursing Clinicals*, *Global Studies/Symposium*, and *Capstone courses* (e.g. NURS 492 and NURS 493 (p. 477) or NURS 493R (p. 477)).

Graduate Grading Scale

Student work is assessed by the use of a standard 4.0 grading scale as follows:

Numerical Grading Conversion Scale

Grading Scale	Points	Conversion Percentages and/or definition	Treatment for Satisfactory Academic Progress (SAP)			OT/DPT/MPA/MS LP	Pharm D	MSN (Non-APRN Track Courses) /MBA/MHA/M PH/ Certificate Programs	DNP/MSN (APRN Track Courses)
			Included in Cumulative Grade Point Average (CGPA)	Attempted	Successfully Completed				
A	4.0	93-100	Y	Y	Y	Y	Y	Y	
A-	3.7	90-92	Y	Y	Y	Y	Y	Y	
B+	3.3	87-89	Y	Y	Y	Y	Y	Y	

B	3.0	83-86	Y	Y	Y	Y	Y	Y
B-	2.7	80-82	Y	Y	Y	Y	Y	Y
C+	2.3	76-79	Y	Y	Y	Y	Y	N
C	2.0	73-75	Y	Y	N	Y	Y	N
C-	1.7	70-72	Y	Y	N	N	Y	N
D+	1.3	66-69	Y	Y	N	N	N	N
D	1.0	63-65	Y	Y	N	N	N	N
D-	0.7	60-62	Y	Y	N	N	N	N
F	0.0	59 and below	Y	Y	N	N	N	N
AU	0.0	Audit	N	N	N	N	N	N
CR	0.0	Credit	N	Y	Y	Y	Y	Y
P	0.0	Pass	N	Y	Y	Y	Y	Y
NP	0.0	No Pass	N	Y	N	N	N	N
I	0.0	Incomplete	N	Y	N	N	N	N
TC	0.0	Transfer Credit	N	Y	Y	Y	Y	Y
W	0.0	Withdrawal	N	Y	N	N	N	N
WP	0.0	Withdrawal- Pass	N	Y	N	N	N	N
WF	0.0	Withdrawal- Failure	Y	Y	N	N	N	N

Note: AU, CR, P, NP, I, TC, W, WNP, and WP are used on the Academic Record but have no point values and are not computed in the Cumulative Grade Point Average (CGPA).

A minimum passing grade is required for each course and varies by program.

Earned grades below the minimum passing grade reflect that the course has not been successfully completed.

Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.

“INCOMPLETE” (I) GRADES

To request an "I" grade, the student must submit the written petition to the course faculty no later than two (2) calendar days before the end of the term. A minimum of 50% of the course assignments must have been completed, and the student must be able to pass the class.

An "I" grade may only be issued in extenuating circumstances, as defined as beyond the student's control; examples are serious medical issues, bereavement, or government service (military or jury). The student must present supporting documentation to the course faculty when requesting the "I" grade. The course faculty would notify the student within 48 hours after receiving the written petition whether the "I" grade is granted.

Students should note that an "I" grade does not indicate the course is completed, meets the requirements for a degree, or prerequisite requirements. All Incomplete grades must be resolved within thirty (30) days from the date of the end of the term.

All "I" grades not resolved by the deadline will automatically convert to an "F" grade and the final grade would be calculated based on all grades earned. Please note an incomplete grade may delay program progression as some courses serve as pre-requisites to another.

For evaluated satisfactory academic progress, "I" grades are counted in attempted hours but are not used in any GPA calculations. When the "I" is converted to a final grade for the course, the grade is applied to the session in which the student took the course. The GPA is recalculated for the term, resulting in a revised GPA, subsequently satisfactory academic progress is re-evaluated.

PASS/NO PASS POLICY

Clinical, capstone, and independent study courses may use a "pass"/"no pass" grading system. Course syllabi will indicate the course requirements, and if a student performs satisfactorily in a "Pass/No Pass" course, a "P" will be recorded in the Academic Record. Failure to perform satisfactorily will be recorded as an "NP".

Receipt of a "P" or "NP" will not be included in the calculation of the grade point average. The "NP" credits will not count as Earned Credits but will count as Attempted Credits and be factored into the Incremental Completion Rate for the student. These credits count toward meeting graduation requirements. Other grade-related policies (e.g., withdrawal deadlines and assignment of "W" or assignment of "I" for incomplete) apply to "Passed/Not Passed" classes, as well.

Students who receive a "NP" grade in a course must re-take the given course within two terms of the grade being issued. Receipt of a "NP" grade will also be factored into the University's Failed Courses policy.

COURSE REPEATS

A student may repeat for additional units or credit toward a baccalaureate degree any course specified as repeatable for credit in the West Coast University catalog up to the limits specified. Each program determines the unit limits and any other limitations for its courses that may be repeated for credit. Courses passed and/or repeated for the purpose of completing graduation requirements will not count as additional unit credit.

Second Bachelor's Degree Requirements

If a student has earned a previous baccalaureate degree, and wishes to pursue a second, the student must complete a minimum of 30 additional unique credits in the area of study/core beyond the date their most recent undergraduate degree was completed.

Undergraduate Students

Students who receive a grade that reflects the course as “not successfully completed” under the program grading scale must repeat that course. Eligibility to repeat a course is determined by the Program Chair and program-specific policies. Student seeking additional information should review the University Dismissal policy.

Dental Hygiene Students

Dental Hygiene students may repeat two failed general education courses. Each failed course may be repeated only once. Courses within the Dental Hygiene core curriculum (DHYG courses) may not be repeated.

Courses Passed, but not Successfully Completed

When a student receives a passing grade in a course, but the grade is not adequate for the course to be considered successfully completed due to the grade requirements for courses in the program, the student may receive financial aid only for the first repeat of the course.

Graduate Students

Students may repeat courses as required, so long as they meet the other measures of satisfactory academic progress and meet the program-specific requirements as outlined in the University catalog and/or program handbook.

Please Note: Eligibility to repeat a course is determined by the Program Director and program-specific policies. Student seeking additional information should review the University Dismissal policy.

FINAL GRADE APPEAL

Students who wish to file a grade appeal of their final course grade when the assigned grade is a non-passing grade, must do so within two business days of notification of failure or within two days of the Wednesday of the final week of the term/semester, whichever comes first. It is essential that the student meets this deadline in order to potentially avoid becoming out-of-sequence in the subsequent term/semester of instruction, assuming the appeal is approved.

Students appealing a *non-failing* grade have until the end of the first week of the subsequent term/semester to file an appeal, as the outcome of the appeal will presumably not have an impact on the student's ability to continue through his/her program of study.

Students in the MSOT/OTD program who wish to file a grade appeal of their final course grade, must do so within two business days of notification or within two days of the end of the session, whichever comes first.

The Grade Appeals Process and related forms are available in the Registrar's Office. The process steps for a grade appeal are as follows:

1. Consult with the faculty member who issued the grade for reconsideration of the grade or the record, utilizing the grade appeals form. Appeals of failing grades will be addressed within two (2) business days of receipt.
2. If, after consultation with the faculty member, the student wishes to further appeal the grade, or if the faculty member is either unavailable or does not respond within the time frame outlined in step one, the student should request in writing to the academic program Dean/Chair of his/her academic program, within two business days, an investigation of the grade. The academic program Dean/Chair may investigate the matter personally or refer it to a designee. The investigation will be conducted by the end of the first week of the following term. At the conclusion of the investigation, the academic program Dean/Chair shall issue a finding in writing that either concurs

with the faculty member regarding the grade or in some instances requires the faculty member to revise the grade based on demonstrable evidence that the initial grade was in error.

3. If a student feels that his/her grade appeal has not been handled appropriately, or that the grade assigned was based on instructor bias or unfair treatment, the student may employ the Student Complaint/Grievance Procedure outlined in this catalog.
4. The student shall be given a written summary of the conclusion of the appeal (using the Grade Appeals form). If the student believes the summary to be inaccurate, misleading, or in violation of the privacy or other rights of the student, the student may insert a written statement in the record.

A successful grade appeal does not guarantee the ability to advance to the next course in sequence in the subsequent term.

SATISFACTORY ACADEMIC PROGRESS

Students enrolled in distance education programs will have their Satisfactory Academic Progress (SAP) status evaluated for the Spring I 2022 term under the requirements listed in the Winter 2021 Catalog; however, these same students will be reviewed under the *new* SAP criteria listed below, starting in the Spring II 2022 term.

Student's academic progress will be measured at the end of each semester/trimester, regardless of the number of credits attempted. To maintain satisfactory academic progress, students must meet all of the following criteria:

1. Cumulative Grade Point Average

- a. Undergraduate students must maintain a minimum cumulative grade point average (CGPA) of at least 2.0 (on a standard 4.0 scale) at the end of each semester/trimester.
- b. Graduate students must maintain a minimum cumulative grade point average (CGPA) of at least 3.0 (on a standard 4.0 scale) at the end of each semester/trimester.
- c. Pharmacy students must maintain a minimum cumulative grade point average (CGPA) of at least 2.0 (on a standard 4.0 scale) at the end of each semester/trimester.

The cumulative GPA is calculated by dividing the total grade points earned per the grading scale in this catalog by the total semester/trimester credits for courses completed at the Institution, except for transfer credits, challenge exam credits, audit credits, pass/fail credits, withdrawals, and incompletes.

2. **Rate of Progress Toward Completion of Program:** At the end of the evaluation period, the student must have successfully completed at least 66.67% of all coursework that the student has attempted in their degree program. The progress toward completion is calculated by dividing the cumulative number of credit hours the student has successfully completed by the cumulative number of credit hours attempted in their program.
3. **Maximum Program Completion Timeframe:** Complete the program within a maximum timeframe of 150% of the published length of the program as calculated in credits attempted.

For example, a student enrolled in a 120-semester credit program would have to complete the program in a maximum timeframe of 180 credits (150% of 120 Credits). If at any point a student cannot mathematically complete their program within the maximum allowable timeframe, the student will be dismissed.

Please note: The Satisfactory Academic Progress status will remain unaffected if the student changes tracks within their degree program. (Example: The previous SAP status is retained for a student who moves between the MSN-Generalist Track and the Nursing Informatics Track.) Students who change programs will have their SAP status re-evaluated based on the coursework that may be transferred into the new degree program. (Example: A student who changes from the MSN program to the MHA degree offering.)

Withdrawals, Failures, Incompletes, Repeats, and Transfer Credits

- All courses attempted and given a non-passing letter grade will be included as credits attempted but not successfully completed in assessing the rate of progress and the maximum allowable time frame. When an "I" grade is converted to the final grade, SAP progression will be re-calculated, and the converted grade will be included in the revised CGPA calculation.
- Every repeated course is included as attempted credits with the highest grade counted in the CGPA calculation.
- Audited courses or courses that are prerequisites to an academic program are not counted towards any SAP measurement.
- Credits transferred from another school and challenge exam credits are counted as both attempted and successfully completed credits, but do not count in the CGPA.

Impact of Program and Campus Transfers, or Enrollment in Additional Degrees on Satisfactory Academic Progress

A student approved for transfer from one program or campus to another, or a student who seeks to obtain an additional degree, will be evaluated based on only those courses that will apply to the new offering.

Standards of Academic Progress for VA Students

Students receiving veteran educational (VA) benefits must maintain a minimum cumulative grade point average (CGPA) of 2.0 each semester/trimester to remain eligible for their VA education benefits.

A VA student whose CGPA falls below 2.0 at the end of any semester/trimester will be placed on academic probation for a maximum of two consecutive terms of enrollment. If the VA student's CGPA is still below 2.0 at the end of the second consecutive semester/trimester of probation, the student's VA educational benefits will be terminated. A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA of 2.0.

SAP Sanctions

SAP Warning

Students will be placed on SAP Warning status if the student does not meet either the CGPA or rate of progress toward completion requirement when the student was previously in a good SAP status. A student will be notified of SAP Warning status in writing. The SAP Warning is the duration of one semester/trimester, during which time the student will be given the opportunity to raise his or her CGPA to a minimum for their program of study and meet the minimum completion requirement for their program of study. The student is eligible to receive Federal Student Aid while on SAP Warning status. Students who fail to make satisfactory progress after the SAP Warning period lose their Federal Student Aid eligibility and are dismissed from the university unless they successfully appeal and are placed on SAP Probation. Note that eligibility for California and Florida state grant funding is contingent upon meeting SAP qualifications for Federal Student Aid.

SAP Probation

The SAP Probationary period to retain eligibility for Federal Student Financial Aid will last only one semester/trimester. If by the end of any probationary period, a student raises his or her CGPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will be removed from SAP Probation and returned to regular status, and be eligible for Federal Student Aid. However, if at the end of the probationary period the student fails to meet the minimum CGPA or rate of progress requirements, the student will be suspended from receiving additional Federal Student Aid and may be academically dismissed from the institution for not meeting their Academic Plan. Students may appeal their academic dismissal, but may not appeal their Financial Aid suspension. If the student successfully appeals their academic dismissal, they will remain in SAP

Probation status but will not regain eligibility for Federal Student Aid until the subsequent semester/trimester after raising his or her CGPA and rate of progress to or above the minimum standards for academic progress. The student will be notified in writing of the suspension of aid and/or dismissal from the University due to SAP reasons.

SAP Appeal

A student who has been dismissed/suspended for failure to maintain satisfactory academic progress may file an appeal with the Appeals Committee if there were extenuating circumstances that affected their academic progress.

SAP Appeals must be submitted in writing within two calendar days of the Federal Student Aid suspension or academic dismissal notification to the students. The Appeals Committee will notify the student of the outcome within three days of receipt of the appeal. The denial of an appeal by the Appeals Committee is final and may not be further contested.

The written appeal should include:

1. Details of the situation that led to the student's poor academic performance and the time period it occurred. There must be an explanation of the extenuating circumstance that contributed to the failure to maintain satisfactory academic progress. Extenuating circumstances include, but are not limited to, a death in the family, student illness, or other mitigating events.
2. Description of what has changed in the student's circumstances and the impact it has on their capacity to return to good SAP standing.
3. Documentation that supports the appeal (for example, documentation related to the extenuating event).

Students dismissed for exceeding maximum program timeframe and are approved to return will be placed on an academic action plan. In addition to the standard academic action plan requirements, a new student specific maximum timeframe completion rate will be included. Furthermore, for the remainder of the program the students SAP status will be noted as probation, and they will be ineligible for Federal Student Financial Aid.

Academic Action Plan

If a student is placed on an academic action plan as a result of an appeals Committee decision, the academic action plan will be developed in consultation with the Academic Leader of the student's program. The academic action plan must be documented in writing and outline how the student could return to satisfactory academic progress status; expected elements include:

1. The duration of the plan may not extend beyond the number of semesters/trimesters remaining in the student's maximum timeframe for the program.
2. The student must be able to achieve a minimum 2.0 CGPA by the end of the academic action plan period.
3. Upon completion of the academic action plan, the student must still be able to complete the program within the maximum timeframe.
4. The academic action plan must detail minimum grades, GPA and rate of completion expected for each semester/trimester of the plan.
5. The academic action plan may also provide expectations related to participation, attendance, remediation, conduct, and other measures intended to lead to academic success.

Should a student on an academic action plan fail to meet any conditions they may be dismissed from the University.

Reinstatement Process for Students with No Appeal or Denied Appeals

A student who has been dismissed for not making satisfactory academic progress (failing to meet the minimum CGPA or rate of progress requirements) may request reinstatement after a semester/trimester on dismissal by submitting a request to the Campus Director of Student Affairs, who will forward to the campus Appeals Committee.

To qualify for reinstatement, the student must provide documentation that the issues that led to dismissal have been resolved, evidence of remediation, or both to the Campus Director of Student Affairs. The Appeals Committee will consider factors such as grades, participation, attendance, account balance, conduct, and the student's commitment to complete the degree program within the maximum timeframe allowed within the University's policy on Satisfactory Academic Progress in making a decision to reinstate a student.

Dismissed students who are reinstated will sign a new enrollment agreement, be charged tuition consistent with the existing published rate when they are reinstated, and be subject to the current policies in effect at the time of their reinstatement. In addition, the student will be placed on an academic action plan which must be met each semester/trimester to continue in their program. Students who are reinstated under these circumstances will remain in SAP Probation status and be ineligible to receive Federal and institutional Student Financial Aid until the semester/trimester following the semester/trimester in which the student's CGPA meets or exceeds the minimum requirements for the program and the student's rate of progress is at or above the requirement for the program. At this point, the student will be returned to regular status and again become eligible for Federal Financial Aid programs. If a student requests to be reinstated back into a new program, all of the mentioned above, ie: probation status and ineligibility for aid, still applies.

CALCULATING THE RATE OF PROGRESS (PACE) TOWARD COMPLETION OF THE PROGRAM

The rate of progress toward completion of the program is calculated by dividing the cumulative number of credit hours the student has successfully completed in the program by the cumulative number of credit hours attempted by the student in the program. For example: A student who has attempted courses worth 36 credits, but has successfully completed only 24 credits would have a rate of progress calculated by dividing 24 by 36 or 66.67%.

The cumulative number of credit hours attempted in the program includes transfer and proficiency/challenge exam credits received, credits for courses from which a student has withdrawn, credits for which a student has received an incomplete, and every repeated course. The cumulative number of credit hours attempted in a program does not include remedial courses, audited courses or courses that are pre-requisite to the program taken at the University.

Transfer and proficiency/challenge exam credits are counted as both attempted and successfully completed. Credits for courses from which a student has withdrawn are counted as attempted and not successfully completed. Credits for courses from which a student has received an incomplete are counted as attempted and not successfully completed until a final grade has been assigned, at which time the rate of progress will be evaluated according to the grade assigned.

EXCEPTIONS TO SATISFACTORY ACADEMIC PROGRESS

Exception to the satisfactory academic progress policies may only be requested through an appeal following a determination that a student is not making satisfactory academic progress.

GRADUATION REQUIREMENTS FOR UNDERGRADUATE STUDENTS

The University graduates students at the end of each term who have successfully met program requirements. To be eligible for graduation, students must complete their program with a minimum cumulative grade point average of 2.0. Students should consult the University Catalog and appropriate program handbooks for additional details about degree requirements.

UNIVERSITY DISMISSAL

A student will be dismissed from the University for any of the following reasons:

1. failure to maintain Satisfactory Academic Progress (SAP), including remaining on academic or financial aid warning longer than the prescribed period noted within the university SAP policy;
2. for conduct reasons; Please refer to the University and Programmatic Handbooks.
3. failure to meet the university and/or programmatic policies and procedures;
4. Receiving non-passing grades: (Each program may have a more restrictive policy. See program-specific dismissal policies for further details.)
 1. Undergraduate Programs:
 - a. Eight (8) non-passing grades at West Coast University.
 - b. Receive a non-passing grade three (3) times for the same course.
 1. Post and Non-licensure Graduate Programs
 - a. Four (4) non-passing grades at West Coast University.
 - b. Receive a non-passing grade three (3) times for the same course.

When an incomplete "I" grade is converted to a final course grade, a student's academic standing will be re-evaluated. Any dismissal that may result will be effective as of the date on which the grade was finalized.

Please note students who are dismissed from one academic program may apply for another degree program; however, a student may not apply to another track within the same program from which they were dismissed. Students who are dismissed from a pre-licensure program are ineligible to apply to another pre-licensure offering.

Any student who is dismissed from their academic program and who chooses not to enroll in another program will be withdrawn from the University, but may reapply to the University in the future.

Programmatic Dismissal Policies

Pre-licensure Nursing Students: Pre-licensure Bachelor of Science in Nursing (ADN, LVN-BSN, LPN-BSN, BSN) program students will be dismissed if they receive:

1. Four (4) non-passing grades taken at West Coast University in General Education, or two (2) non-passing grades in any Nursing (NURS) courses, or
2. Receive a non-passing grade twice for the same course regardless of whether the course was in General Education or Nursing.

Additional notes:

- *Grades from courses NURS 493 (p. 477), NURS 493R (p. 477), NURS 499, DEP 098, FHE 100, and FYS 001 will not be considered when determining student status for programmatic dismissal.*
- *Please see the Grading Scale located in the University Catalog for additional information on passing/non-passing grades. Students in graduate programs should consult with their program director/dean regarding what constitutes passing/non-passing grades in graduate courses.*
- *A student who has passed NURS340/342L and fails any or all courses in the subsequent terms will not be dismissed. The student will be provided one (1) opportunity to repeat the required coursework, and if any additional non-passing grades are earned, the student will be dismissed from the University.*

A student who fails NURS 493 on the first attempt will be provided no more than two (2) additional opportunities to repeat the course without added cost or being dismissed regardless of the number of previous course failures. If the student fails or is unsuccessful on their third attempt to repeat the

class, the student will be dismissed from the University. Students enrolled at a California campus may be approved to sit for the NCLEX as a "non-graduate" if unsuccessful in passing NURS 493. See Campus Director of Nursing for more information.

Pre-licensure Dental Hygiene Students: Dental Hygiene students will be dismissed from the program if they receive:

1. A non-passing grade twice for the same General Education course, or
2. Three (3) non-passing grades taken at West Coast University in General Education, or
3. A non-passing grade in a Dental Hygiene course.

Pre-licensure OTD/MSOT Students: An Occupational Therapy student will be dismissed from the program if:

1. A grade of "D+" or lower is received in any course, or
2. Two (2) grades of "C" or below are received, or
3. The minimum cumulative GPA as specified for each trimester is not met:
 - a. At the completion of the 1st trimester (17 credits), have a cumulative GPA of 2.5
 - b. At the completion of the 2nd trimester (36 credits), have a cumulative GPA of 2.8
 - c. At the completion of the 3rd trimester (42 credits), have a cumulative GPA of 3.0
 - d. Maintain a cumulative GPA of 3.0 for the remaining trimesters of the program.
4. They receive two (2) failing grades during Fieldwork Level II

Pre-licensure MPA Students: A Physician Assistant student will be dismissed from the program if:

1. A grade of "C" or lower is received in any course.
2. The minimum cumulative GPA of 2.7 for each trimester is not met.
3. An incomplete grade is unresolved or results in a grade of "C" or lower.
4. Withdraws from one or more classes.
5. The maximum timeframe of trimesters to complete the program is exceeded.

Pre-licensure MSLP Students: A Speech-Language Pathology student will be dismissed from the program if:

1. A grade of "C" or lower is received in any course.
2. The minimum cumulative GPA as specified for each trimester is not met:
 - a. At the completion of the 1st trimester, have a cumulative GPA of 2.5
 - b. At the completion of the 2nd trimester, have a cumulative GPA of 2.7
 - c. At the completion of the 3rd trimester, have a cumulative GPA of 3.0
 - d. Maintain a cumulative GPA of 3.0 for the remaining trimester of the program.
3. An incomplete grade is unresolved or results in a grade of "C" or lower.
4. Withdraws from one or more classes.
5. Refuses a clinical placement (course requirement).
6. The maximum timeframe of trimesters to complete the program is exceeded.

APPEAL OF UNIVERSITY OR PROGRAMMATIC DISMISSAL (SEE SAP APPEALS POLICY FOR SAP DISMISSAL)

A student who wishes to dispute their academic dismissal or who believes extenuating circumstances affected their situation may submit a petition for appeal. Extenuating circumstances may include, but are not limited to, the death of a relative, an injury or illness of the student, or a WCU policy or procedures that may not have been properly followed by the Institution. It is the student's responsibility who seeks an appeal to ensure he/she meets the terms and conditions of the appeals process.

After receiving the notice of dismissal, students have thirty (30) days to submit their appeal request. The Petition to Appeal form must be filled out entirely, and all supporting documentation/evidence must be included at the time of submission. The written appeal and associated documents are submitted to the Campus Director of Student Affairs, who will forward them to the campus Appeals Committee members. The written appeal and all appellate documents should include:

1. Details and description of the decision or situation being appealed
2. Reason or basis for the appeal (explain the type of circumstances that contributed to the dismissal)
3. Documentation that supports the appeal (for example, documentation related to the extenuating circumstance)
4. Requested resolution being sought
5. A viable student success action plan (using the Student Services Action Plan form completed by the student) showing how the student will address the education or behavioral situation if appeal is granted. The student should use care to explain what the student has done or will do to eliminate those potential issues in the future

Failure to document the circumstances or submit a completed Petition to Appeal or Student Success Action Plan will result in denial of the appeal. **The denial by the Campus Appeals Committee is final and may not be challenged.**

LEAVE OF ABSENCE POLICY

Students may be granted an institutional leave of absence (LOA) within the following timeframe limitations:

- School of Pharmacy: Two (2) Semesters
- Occupational and Physical Therapy: Two (2) Trimesters
- Physician Assistant: Two (2) Trimesters
- Speech Language Pathology: Two (2) Trimesters
- Pre-Licensure Dental Hygiene and Nursing: Three (3) Terms
- Fully Online Programs: Four (4) Terms

To request a LOA, a "Leave of Absence Request Form" must be completed, signed, and submitted to the Student Services Department. The request must outline the extenuating circumstances, supporting documentation, and duration of the leave being requested. Leaves of absences are only made effective on the first day of a term; none will be granted during the term. For an LOA to be finalized, all required parties must approve the request.

Students should continue to attend their courses to avoid exceeding the allotted absence time permitted in any course while awaiting approval. Students seeking to withdraw from courses during any current term will be subject to the University course withdraw policies and grading

requirements. If a student does not return from a LOA within the specified timeframe and no prior arrangements have been made to extend the leave, then the student will be withdrawn from the University. The withdrawal date for an approved LOA is the date that the student failed to return from leave as determined by the institution's records. Examples of acceptable reasons, with official supporting documentation, for an LOA are as follows (this list is not intended to be exhaustive):

- Military Duty
- Medically recommended with professional note (e.g., serious illness, surgery, etc.)
- Serious illness and care requirements for an immediate family with supporting documentation
- Death in the immediate family
- Maternity and paternity leave

An institutional LOA is not considered an official leave of absence under federal Title IV regulations. When a student takes an institutional LOA, they are deemed to have withdrawn from the University as of the last day of documented attendance prior to the LOA and become ineligible for financial aid under Title IV. As a result, a return to Title IV funds calculation will be completed and the student will be reported to the Department of Education as having been withdrawn. Any balance due to the University must be paid in full prior to the student returning from a LOA. The time on a LOA will be counted against any six (6) month grace period for entering repayment on federal financial aid loans. Students are encouraged to speak with a Financial Aid Officer prior to planning or beginning a LOA. Students should refer to the "Withdrawal and Refund Policy" and the "Return of Title IV Funds Policy" in the University catalog for a full explanation of the possible financial consequences of a withdrawal or Leave of Absence.

Please note if multiple LOAs are taken by a student, then the total time of the LOA cannot exceed the total number of terms, trimester, or semesters noted by program at the beginning of the policy. Taking a leave of absence may affect a student's ability to progress in their program. Reentering after a leave of absence is based on availability of space and will follow the University Reentry Policy.

In conjunction with the student advisor and the appropriate department students out for six (6) months or more may be required to complete a remediation plan approved by the department at least five (5) weeks prior to their scheduled return. Please contact your program dean for more information.

WITHDRAWAL FROM A PROGRAM

Official Withdrawal

Students who wish to withdraw from their program should contact their dean to engage in the process to do so. West Coast University is required to take attendance, and therefore a student's withdrawal date is the last date of attendance as determined by the school from its attendance records. A withdrawal request should be submitted in writing using the Course/University withdrawal form with all appropriate signatures, then returned to the Registrar's office.

Unofficial Withdrawal

Students who cease to attend classes without notifying the University of their intent to terminate attendance are considered to have unofficially withdrawn. West Coast University is required to take attendance, and, therefore, a student's withdrawal date is the last date of attendance as determined by the school from its attendance records. Class attendance is monitored to identify absences in excess of the published Attendance Policy for each academic program.

WITHDRAWAL FROM A COURSE

If a student wishes to withdraw from a class in session after the Add/Drop period has ended, the student must submit a written request to the appropriate academic administrator of the program.

To receive a "W" on the student transcript record, the withdrawal request must be submitted by the published withdrawal date in the academic calendar.

If the request to withdraw is submitted after the published deadline, and the faculty determines the student was passing at the time, then a "WP" grade will be issued. However, if the student has a failing grade at the time or dropped for attendance reasons, they will receive a "WF/WNP."

A student's financial aid eligibility may be affected if the student withdraws from one or more classes in a term. In addition, a student's graduation date and ability to progress in their program may be altered if the student withdraws from one or more classes in the term. Therefore, students are urged to discuss the possibility of withdrawing from a course with their campus financial aid advisor and Academic/Program Dean (s) prior to submitting a request to withdraw.

BSN, LVN-BSN, and LPN-BSN Students: Students enrolled in the undergraduate nursing programs who previously withdrew from a course (general education or core nursing course) may not subsequently withdraw from the same course. In addition, a student who fails a course may not subsequently withdraw from the same course. In either case, if a student chooses to withdraw from a repeated course before successful completion, the student will receive a grade of "WF/WNP" in the course.

Dental Hygiene Students: If a Dental Hygiene student retaking a course withdraws before successful completion and he or she has received financial aid funds, then that withdraw is not counted as his or her one allowed retake for that course.

Repeated Courses and GPA

When the student repeats a class for which he/she initially earned a failing grade and receives a passing grade, that grade will replace the failing grade and the new grade will be used to calculate the final cumulative grade point average (CGPA). All attempted coursework will be reflected on the student's official transcript. All credits resulting from repeated courses are included in determining student's satisfactory academic progress standing for rate of progress.

REENTRY

Dental Hygiene Program following Dismissal

Students who have been dismissed from the Dental Hygiene program for academic or student conduct reasons may be readmitted if they have been approved for reentry through the appeals process. Due to the didactic and clinical practice requirements for licensure, if a student is dismissed, appeals to reenter and is approved, the student will (1) reenter the core program on a space available basis and (2) audit all DHYG course(s) previously completed and repeat the DHYG course(s) not completed.

The tuition and fees for the audit course(s) prior to and/or concurrently with a repeat course(s) will be waived for those students who complete the entire semester. Students who withdraw from the University (or begin an LOA) before completing the semester will be subject to a pro-rata portion of tuition and fees for courses scheduled for the semester at the time of withdrawal.

The student must meet all requirements for the audited courses, including completing assigned work, attending class, and any other terms as outlined by the course director. The student must earn a

minimum grade of 76% in all courses within the Dental Hygiene program using the scale outlined in the "Grading" section of the catalog. If the minimum grade is not earned in each DHYG course, the reentry student will be dismissed from the program and will not be readmitted.

Speech Language Pathology Program following Dismissal

Students who have been dismissed from the Speech Language Pathology program for academic or student conduct reasons may be readmitted to the University if they have been approved for reentry through the appeals process.

Due to the didactic and clinical experience requirements for certification and licensure, if a student is dismissed, appeals to reenter, and is approved, the student will (1) re-enter the program on a space available basis and (2) audit all SLP course(s) previously completed and repeat the SLP course(s) not successfully completed (see *Repeated Courses and GPA* section of the catalog).

The tuition and fees for the audit course(s) prior to and/or concurrently with a repeat course(s) will be waived for those students who complete the entire trimester. Students who withdraw from the University (or begin an LOA) before completing the trimester will be subject to a pro-rata portion of tuition and fees for courses scheduled for the trimester at the time of withdrawal.

The student must meet all requirements for the audited courses including completing assigned work, attending class and any other terms as outlined by the course director.

The student must earn a minimum grade of 76% in all courses (audit and repeat courses) using the scale outlined in the "Grading" section of the catalog. If the minimum grade is not earned in each SLP course, the reentry student will be dismissed from the program and will not be readmitted.

Nursing Program following Dismissal

A student who has been dismissed from core nursing courses may be considered for reentry through the appeals process. If the appeal is successful or an academic exception is approved, the student will be readmitted to active status only as space is available. In addition, the student must meet the following conditions:

1. Successfully audit all previously completed courses in which at least a Level 2 score on the ATI Content Mastery Proctored Assessment was not achieved. A level 2 on the ATI Content Mastery Proctored Assessment must be achieved in each audited course. A maximum of one attempt is allowed to complete an audited course successfully. A maximum of two courses can be audited per term.
2. Complete all requirements as outlined within the agreed-upon Academic Action Plan.

Tuition costs for auditing courses and associated ATI Content Mastery Proctored Assessment fees will be waived for those students who complete the entire semester. Students who withdraw from the University (or begin an LOA) before completing the semester will be subject to a pro-rata portion of tuition and fees for courses scheduled for the semester at the time of withdrawal.

The student is required to meet all attendance and participation requirements in audited courses. Completing regular course assignments or examinations is not required, except ATI Content Mastery Proctored Assessments. After completing the requirements as noted above, the student will be allowed to progress in the program. Students who do not meet all of the requirements as outlined in this policy will be dismissed from the program.

Following successful audit as outlined above, previously completed nursing coursework may need to be repeated due to program requirements for clinical currency. The student must reenter following all current application/programmatic requirements. Reentry students must earn the minimum grade

required in each course and meet all program/course requirements or they will be dismissed from the program, without opportunity for appeal.

Eligibility for Reentry - LVN/LPN

A student who has been programmatically dismissed from the pre-licensure Nursing program may apply for reentry to the University if they:

1. enter an approved LVN/LPN program within six (6) months of dismissal from the BSN program,
2. graduate from an approved LVN/LPN program with a 3.0 GPA within the past year of seeking reentry,
3. successfully passed the NCLEX-PN, and
4. meet all admissions requirements.

The applicant must be in good standing with the University except previous Satisfactory Academic Progress (SAP) or GPA requirements. If any other "good standing" issues exist, the individual maybe admitted on probationary status. If a student in probationary status is not in "good standing" after completing their first semester of coursework, they will be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, he/she will not be admitted to the program.

If the applicant successfully reenters, the University will waive recency requirements for general education and pre-requisite courses. The student will start on the BSN track (rather than LVN/LPN - BSN track) at the point where they were dismissed. However, if the applicant seeks reentry (enrolls) a year or more after completion of their LVN/LPN program, this policy will not apply.

An individual who is readmitted by this clause will not be considered for dismissal due to previous course failures. Any failures that occur after the student has reentered the program will be subject to the programmatic dismissal policy.

Physician Assistant Program following Dismissal

Students who have been dismissed from the Physician Assistant program for academic or student conduct reasons may be readmitted to the University if they have been approved for reentry through the appeals process.

Due to the didactic and clinical experience requirements for certification and licensure, if a student is dismissed, appeals to reenter and is approved, the student will (1) reenter the program on a space available basis and (2) audit all PA course(s) previously completed and repeat the PA course(s) not completed (see *Repeated Courses and GPA* section of the catalog).

The tuition and fees for the audit course(s) prior to and/or concurrently with a repeat course(s) will be waived for those students who complete the entire trimester. Students who withdraw from the University (or begin an LOA) before completing the trimester will be subject to a pro-rata portion of tuition and fees for courses scheduled for the trimester at the time of withdrawal.

The student must meet all requirements for the audited courses including completing assigned work, attending class and any other terms as outlined by the course director.

The student must earn a minimum grade of 76% in all trimester courses (audit and repeat courses) using the scale outlined in the "Grading" section of the catalog. If the minimum grade is not earned in each PA course, the reentry student will be dismissed from the program and will not be readmitted.

Reentry Following Withdrawal

Suppose a student who has withdrawn from the University reapplies for admission and is accepted. In that case, the student must reenter under the admissions, academic program, and administrative policies of the catalog at the time of readmission and is subject to the prevailing tuition and fee rates at that time. The student must not have any outstanding prior balance or must make satisfactory arrangements to repay when re-application is considered for readmission. See also program-specific requirements for reentry. Any reentry consideration will be made based on the availability of space.

Suppose a student is accepted to reenter a pre-licensure program more than a year after the student's last completed course. In that case, some previously completed coursework may need to be repeated to ensure clinical and fieldwork currency.

Nursing Programs following Withdrawal

Due to program requirements for clinical practice, if a student withdraws from the program and wishes to reenter at a later time, the student must reapply following all current reentry application requirements and be accepted. In addition, if a student is accepted to reenter more than a year after the student's last completed nursing course, previous completed nursing coursework may need to be repeated. Any reentry consideration will be made on the basis of availability of space.

Dental Hygiene Program following Withdrawal

Due to the didactic and clinical practice requirements for licensure, if a student withdraws and wishes to reenter at a later time, the student must reapply following all current application requirements and receive acceptance status. Any reentry consideration will be made on the basis of availability of space.

Physician Assistant Program following Withdrawal

Due to the didactic and clinical experience requirements for certification and licensure, if a student withdraws and wishes to reenter at a later time, the student must reapply following all current application requirements and receive acceptance status. Any reentry consideration will be made on the basis of availability of space.

Speech Language Pathology Program following Withdrawal

Due to the didactic and clinical experience requirements for certification and licensure, if a student withdraws and wishes to reenter at a later time, the student must reapply following all current application requirements and receive acceptance status. Any reentry consideration will be made on the basis of availability of space.

EXCEPTION TO POLICY

Exceptions to academic and administrative policies may only be granted for compelling reasons that are beyond a student's control. Unfamiliarity with a policy is not considered grounds for an exception. All exceptions must be submitted on the appropriate petition form accompanied by pertinent documentation evidencing the circumstance. It is expected that before a petition for exception is requested, that all other appropriate appeals and administrative options have been exhausted. By submission of the petition, the requester authorizes the University to examine any and all pertinent records or contact any party from whom information is needed in order to make an informed decision.

STUDENT POLICIES AND PROCEDURES

Students are required to adhere to all policies and procedures included in the catalog, university student handbook, and applicable programmatic handbooks.

STUDENT IDENTITY DOCUMENTATION

All students are required to verify their identity by submitting a copy of a signed, unexpired, government-issued photo identification to the Financial Aid Office no later than their first day of attendance. This policy applies to all students, whether or not the student applies for financial assistance. The University reserves the right to request original or additional identity documents, at the University's sole discretion. Requests for exceptions to this policy must be requested in writing via the Student Identity Documentation Exception form, and approved by the Campus Executive Director.

STUDENT SERVICES AND RESOURCES

West Coast University offers a variety of services to students such as advising and tutorial assistance, career services, and disability services. The University also maintains a list of outside services to assist students with personal needs such as childcare, transportation, and other areas not directly related to their academic program of study.

Advising and Tutorial Assistance

The University has established a multi-level approach to offer to students in support of their academic and personal needs. Staff and faculty members on each campus are available to assist students in academic guidance. The Academic Department is primarily responsible for addressing students' academic concerns while the Student Services Department is primarily responsible for other areas of concern and may provide referral services to external agencies as necessary in support of a student's successful program completion. Most WCU campuses have an active PALS (Peer Assisted Learning) tutoring feature which involves student-to-student tutoring. Visit the office of Student Affairs for more information about on campus and online tutoring resources.

Students who experience difficulty in their coursework and have a need for academic support should first contact the appropriate academic administrator for the program of study to create an individualized academic success plan. Many faculty offer tutoring for their courses. The University will try to accommodate students' schedules in determining tutoring sessions, but students should realize that they may need to adjust their schedules to receive the kind of remedial or tutoring support required. Students may also contact the campus Student Success Coordinator/Student Affairs Advisor to engage in further discussions about how to address academic improvement concerns.

Career Services

The purpose of the Career Services Department is to actively assist students in obtaining employment, although the department in no way guarantees student or post-graduate employment. The department offers instruction and guidelines for students and graduates in areas such as career planning and job search techniques, resume writing, interview planning and preparation, understanding the importance of networking, completing job applications, the characteristics of a professional image, interview follow-up, workplace etiquette, and successfully navigating the workplace. Successful employment assistance is dependent upon a mutual effort by both graduates and the department. Graduates are encouraged to aggressively seek employment opportunities on their own, keep records of their contacts, and inform their Career Services Specialist of these efforts.

These employment assistance services are available to all students who successfully complete the requirements for graduation in their respective programs. Employment opportunities may be limited for any student who does not have a clear background check. Employment assistance services are available on an on-going basis to West Coast University graduates.

Counseling Resources

West Coast University recognizes that students may experience personal problems that can adversely affect personal fulfillment and their education. To assist students who may need that extra support, WCU offers a free, confidential Student Assistance Program (SAP) to students. SAP services are provided by Aetna, a private, national consulting and service firm that specializes in student assistance consultations.

If students need some help with everyday life issues, or if they find themselves in a crisis situation, the Student Assistance Program (SAP) is accessible 24 hours a day, 7 days per week through a toll-free number. WCU encourages students to utilize the SAP on a "when in doubt, call" basis. Problems that are appropriate for the SAP include, but are not limited to, problems or issues involving relationships with spouse or significant other, relationships with siblings or parents, relocation, stress, financial or legal problems, depression, substance abuse, and anxiety.

Call toll free: 1.877.351.7889

- E-mail: AskSAP@aetna.com

Visit: www.AetnaSAP.com, then enter your school ID: WCUSA

Disability Services

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), West Coast University abides by the regulation that "no otherwise handicapped individual" shall be excluded from participation in programs and services offered by the University "solely by reason of the handicap." West Coast University is committed to providing reasonable accommodations.

Below is an example of some of the responsibilities of the West Coast University Disability Office:

1. Disability Office maintains confidential records
2. Disability Coordinator(s) conducts initial meeting with the student to review services and required documentation
3. Disability Coordinator(s) receives documentation from the student and conducts initial review and evaluation

(verifies appropriate documentation, complete submission of documents, verifies disability, if needed consults with faculty, program chair, administrative departments, etc.).

4. Disability Coordinator(s) meets with the student to review documentation and appropriate/ reasonable accommodations
5. Disability Coordinator(s) certifies approved accommodations.
 - a. Provides the student with "Letter of Accommodation(s)"
 - b. The student signs "Letter of Acknowledgement and Student Responsibility"
 - c. When available, provides the student with additional disability information and resources.

The above list of responsibilities is not all inclusive and may be affected by the timeliness of the student request and the nature of the accommodation requests. The ADA does not require institutions to provide accommodations that result in undue burden or fundamentally alter the nature of the course or relevant academic program. Students should submit written requests with supporting documentation at least six weeks prior to the beginning of the first day of classes or as soon as practical.

To request reasonable accommodations, students should contact the Student Services Office at their campus and speak with the Disability Services Coordinator.

LIBRARY

The West Coast University Library is the knowledge center serving the curricular, research, and professional needs of students, faculty, and university community. Each campus location offers full library services. Library hours of operation are scheduled to meet the needs of the students, faculty and staff, and offer resources and services that strengthen and enhance the University's various academic programs.

The Library actively engages learning by effectively delivering quality materials in physical and virtual environments. Print collections include general and subject specific reference materials, monographs, serials, manuals, scholarly works, and trade publications arranged according to the Library of Congress Classification System. Electronic resources including select databases from LexisNexis®, EBSCO, ProQuest, Gale/Cengage, Credo Reference, Ovid, Lexicomp®, and Therapeutic Research Center, provide access to thousands of full-text articles and case studies. The eBook Academic Collection offers more than 180,000 virtual books. Electronic resources are available for student and faculty use both on and off campus. Multimedia tools, web resources, and online tutorials are also available at each campus location. Explore the collections housed at all locations using the West Coast University Library's website.

Professional librarians and trained support staff assist individuals with their library and research needs. Services include, but are not limited to: 24/7 reference chat service, research assistance and subject guide advisory, in-depth research consultations (by appointment), interlibrary loan through a partnership with OCLC WorldShare™ Interlibrary Loan, interdepartmental campus loans, guided library tours, and various circulation activities.

West Coast University encourages students, faculty, and staff to become familiar with library resources and services. The Library is a central component of student-centric learning that leads to professional success by instilling the information literacy skills necessary for today's changing environment.

COMPLAINT/GRIEVANCES PROCEDURE

Every student has the right to file a grievance. If a student believes a University official, faculty member, administrator or student has acted improperly or inconsistently with WCU policies and/or procedures, the student may file a grievance. This may include, but is not limited to, misapplication or misinterpretation of policy, procedures, practices, unfair treatment or conduct, etc. All grievances must be filed within 30 days of the incident.

The Grievance Policy and Procedures is designed to support and foster a fair, objective, respectful and ethical set of policies and procedures for resolution of disputes. The policies and procedures are designed to provide students with a process in which to protect the University and its students. Students, faculty or administrators who submit or support a filed grievance may not be subjected to retaliation. Incidents of retaliation should be immediately reported to the Campus Director of Student Affairs or Executive Director.

Frivolous or malicious grievances and matters that have been or are in litigation will not be reviewed/considered. Any person(s) submitting a frivolous or malicious grievance will be referred to the Conduct Committee for possible disciplinary action.

Prior to submitting a formal grievance, student/grievant is encouraged to attempt a good faith resolution with the individual(s) at whom the grievance is directed. The University believes that most grievances can and will be resolved through this informal process.

Step 1: Discuss the issue with the individual(s). Every attempt should be made by both the student and individual(s) to resolve the matter at this level.

Step 2: If not resolved through Step 1, unresolved issues should be informally discussed/submitted in writing to the appropriate Dean or Department Head.

If dissatisfied with the response or solution, a student may submit a written grievance, along with all grievance documents, to the Director of Student Affairs

These policies and procedures are internal to WCU. If a student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting external agencies such as:

Bureau for Private Postsecondary Education (BPPE)

P.O. BOX 980818
West Sacramento, CA 95798
(916) 431-6959
<http://www.bppe.ca.gov/>

**Commission for Independent Education,
Florida Department of Education (CIE)**

325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
(888) 224-6684
www.fldoe.org

Texas Higher Education Coordinating Board (THECB)

1200 East Anderson Lane
Austin, TX 78752
(512) 427-6101
www.thecb.state.tx.us

WASC Senior College and University Commission

1001 Marina Village Parkway, Suite 402
Alameda, CA 94501
(510) 748-9001
www.wascsenior.org

If a Nursing or Dental Hygiene student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agencies:

California Board of Registered Nursing (BRN)

1747 North Market Boulevard, Suite 150
Sacramento, CA 95834
(916) 322-3350
www.rn.ca.gov

Florida Board of Nursing

Florida Department of Health
4052 Bald Cypress Way, Bin C-10
Tallahassee, FL 32399-3252
(850) 245-4125, Nurse Consultant Ext. 3612
www.doh.state.fl.us/mqa/nursing/

Texas Board of Nursing (TBON)

333 Guadalupe Road, Suite 3-460
Austin, TX 78701-3942

(512) 305-7400
www.bne.state.tx.us

Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750
Washington, DC 20001
(202) 887-6791

<http://www.ccneaccreditation.org>

Commission on Dental Accreditation (CODA)

211 East Chicago Avenue
Chicago, IL 60611-2678
(312) 440-2500
www.ada.org

Dental Hygiene Board of California (DHBC)

2005 Evergreen Street, Suite 2050
Sacramento, California 95815
(916) 263-1978
www.dhcc.ca.gov

If an Occupational Therapy student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agencies:

Accreditation Council for Occupational Therapy Education (ACOTE)

6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
301-652-6611 x2914
<http://www.aota.org/en/AboutAOTA/Contact-Us.aspx>

Occupational Therapy Association of California (OTAC)

PO Box 276567
Sacramento, CA 95827-6567
(916) 567-7000
(888)-686-3225
www.otaconline.org

If a Physical Therapy student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agency:

Commission on Accreditation in Physical Therapy Education (CAPTE)

1111 North Fairfax Street
Alexandria, VA 22314
(703) 706-3245
<http://www.capteonline.org/Complaints/>

If a Pharmacy student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agency:

Accreditation Council for Pharmacy Education (ACPE)

135 South LaSalle Street, Suite 4100
Chicago, IL 60503
(312) 644-3575
<https://www.acpe-accredit.org/students/complaints.asp>

If a Physician Assistant student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agency:

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

3325 Paddocks Parkway, Suite 345

Suwanee, Georgia 30024

(770) 476-1224

<http://www.arc-pa.org/wp-content/uploads/2021/07/Policy-for-inclusion-in-letters-2021-.pdf>

If a Speech Language Pathology student does not feel that the University has adequately addressed an academic complaint or concern, the student may consider contacting the following respective agency:

The Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA)

2200 Research Boulevard, #310

Rockville, MD 20850

(800) 498-2071

<https://caa.asha.org/programs/complaints/>**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, AS AMENDED**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

Review and Correction:

- A student has the right to inspect and review his/her education records within 45 days of the day the institution receives a request for access. Students should submit a written request that identifies the record(s) they wish to inspect to the Registrar. A University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the student will be advised of the correct official to whom the request should be addressed. If circumstances prevent the student from inspecting and reviewing the records in person, such as distance or disability, or other circumstance, a copy of institutional records may be provided at the University's option. A charge will be assessed for such option.
- Students have the right to ask the University to amend any of their educational records that they believe are inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Disclosure of Educational Records:

- Information defined as Directory Information may be released without a student's consent. West Coast University defines Directory Information to include:
 - Name
 - Address
 - Phone Number
 - Email address
 - Birthday and month
 - Enrollment Status/Grade Level (e.g., First Term, Second Term, etc.)
 - Date of Graduation
 - Degrees and Honors Received

- Major Field of Study
- Dates of Attendance
- Participation in officially recognized activities and sports
- Most Recent Institution Attended
- A student ID or online user ID (as long as it may not be used to access educational records except when in conjunction with a student's personal password or personal PIN)
- A student's social security number is never considered Directory Information.
- A student may opt out of Directory Information disclosure by submitting a written request to the Registrar within 30 days of the student's start of classes.
- A student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Definitions:

- *Authorized Representative* is defined as any entity or individual designated by a State or local educational authority or an agency headed by an official listed in 34 CFR § 99.31 (a)(3) to conduct – with respect to Federal- or State-supported education programs – any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.
- *Legitimate Educational Interest* is defined as a “need to know”, in which the requesting party requires a student's records for purposes that are essential to the general process of higher education, including teaching, research, public service, academic advising, counseling, job placement, financial assistance and advertisement, accreditation, audit, medical services, and safety. A faculty or staff member, for example, has legitimate educational interest if they are performing a task that is specified in his/her position description, performing a task related to a student's education or to student discipline, providing a service or benefit related to the student or student's family, or are maintaining safety and security on campus.
- *Personally Identifiable Information* is defined as any information about a student which can be used to distinguish or trace the student's identity, such as a student's name, the name of the student's family members, the address of the student or the student's family, the student's social security number, student number (when meeting the conditions given below), fingerprint, retinal scan, or other biometric indicator and any other direct identifier of the student. Personally identifiable information also includes indirect identifiers, such as a date of birth, place of birth and mother's maiden name or other information that alone or in combination is linked or linkable to a specific student.
- *School Official* is defined as any school faculty or employee who has a legitimate educational interest in the student's programs. This includes university and campus administrators, the student's teachers, university and campus registrar staff, compliance officers, financial aid officers, student service staff, academic advertising, placement, and other university staff demonstrating a “need to know” information in the student file.
- Generally, Universities must have written permission from the student in order to release any information from a student's education record. However, FERPA allows Universities to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials, including teachers, with legitimate educational interest as defined;
 - Other schools to which a student is transferring or already has transferred;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;

- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
- It is possible, under limited circumstances, that a student's record could be disclosed by one of the parties listed above, to another authorized representative with a legitimate education interest. For example, the student record may be provided to the US Department of Education for audit purposes, and the Department could share that record with the Office of Inspector General.
- A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institution to comply with the requirements of FERPA. Complaints must be filed within 180 days of the alleged violation and specify the violation with enough detail to identify the referenced violation. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

Department of Education
Independence Avenue, SW
Washington, DC 20202-4605

- The University will maintain a log of all written FERPA record requests including the records disclosed and the interest of the parties who requested the records.
- Additional FERPA information is available from the University's Registrar including:
 - Procedures for the inspection and review of records;
 - Procedures for requesting amendment of records; and
 - Other related procedures.

Student Records

West Coast University will maintain student records for each student, whether or not the student completes his or her educational program, for a period ending five years after the date of the student's graduation, withdrawal, or termination. Student transcripts will be maintained indefinitely.

Students are responsible for ensuring that current contact information is on file with the campus Registrar's Office. Any change in name, address, or phone number must be reported within 30 days of the change.

FINANCIAL POLICIES AND INFORMATION

Investing in your education is investing in your future.

If you are unable to meet educational costs on your own, financial assistance is available to those who qualify. West Coast University's Financial Aid Department can show you several tuition financing options, including federal and state aid, loans and scholarship programs. We'll help you navigate the world of student financial aid, identify the opportunities available to you and guide you through the application process.

FINANCIAL ASSISTANCE

West Coast University offers students several options for payment of tuition. All students are encouraged to apply for financial assistance if unable to meet educational costs on their own. WCU participates in several types of Title IV programs, many of which are based on financial need. Title IV programs that the University participates in include: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Iraq and Afghanistan Service Grants, Federal Work Study, and the William D. Ford Federal Direct Loan programs (subsidized, unsubsidized and PLUS).

Students are encouraged to visit the Financial Aid office on campus at any point during their student lifecycle. Prospective students may seek loan counseling from a trained and qualified Financial Aid Officer prior to applying to the institution for information such as:

- Explanations of available Financial Aid
- Description on the differences between Private and Federal loans (terms, conditions, repayment, and forgiveness options)
- Disclosure of the institutions Cohort Default Rate (CDR), and the percentage of its students who borrow loans, and how the CDR compares to the national average
- Explanation that students have the ability to refuse all, or borrow less than the maximum student loan amount allowed.

Government guaranteed loans are an important part of financing educational expenses. West Coast University provides students with information and counseling to assist in managing their loans effectively.

Students seeking financial assistance must first complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov, available on October 1st of each calendar year. The campus Financial Aid Officer uses this information to determine students' eligibility for federal aid programs and assists them in deciding what resources may be best suited to their circumstances. Students must meet all eligibility requirements to qualify for Federal Student Aid. Renewal of financial aid is not automatic. Recipients are required to reapply each year by the announced deadline. The Financial Aid Office will provide the student with an estimated financial aid offer based on the information provided on the FAFSA. Additional documentation to support the student's request for financial assistance may be requested if the FAFSA is selected for verification, information discrepancies are identified, or new information is received. Offers are finalized after receipt and review of all requested documentation. Financial Aid Offer Notifications and College Financing Plans are posted to the WCU secure student portal each academic year at <https://westcoastuniversity.srm-app.net/>.

Financial Aid Census Date

The financial aid census date is the date used by West Coast University to determine a student's enrollment status for determination of federal, state, and institutional grants and loans each payment period.

- For Occupational Therapy and Physical Therapy programs, the financial aid census date is Wednesday of second week each trimester.
- For all other programs, each semester or trimester consists of two terms (modules), and therefore has two financial aid census dates. The first census date will be Wednesday of the second week of the first term, combining scheduled coursework for both terms of the semester/trimester. Aid offers and disbursements will be determined based on the student's enrollment status as of this date. The second financial aid census date will be Wednesday of the second week of the second term, again combining scheduled coursework for both terms of the semester/trimester. If the student's enrollment status on the second census date differs from the enrollment status on the first census date, eligibility for federal, state, and institutional aid will be recalculated using the enrollment status on the second status date. This may require the return of previously disbursed funds. Students are encouraged to consult with their campus Financial Aid Advisor to review the potential impact of schedule changes within a semester or trimester.

Federal and state grants and loans will be disbursed to student accounts to cover direct educational costs. Disbursements in excess of direct costs will be refunded to the student (or parent, in the case of a parent PLUS loan), or in some cases refunded back to the respective loan sources. Students may elect to have excess funds retained on their account until the end of the academic year or loan period, at their discretion. This election may be charged at any time.

State grant funds intended for books and supply costs ("Cal Grant B Access Grants", "Cal Grant C Books & Supplies Awards", and "Florida Bright Futures Stipends") will be posted to the student ledger and then immediately stipend to students regardless of other tuition and fee charges owed to the University at time of disbursement.

External sources of aid such as private loans or scholarships will be disbursed to student accounts to cover direct educational costs. Disbursements in excess of direct costs will remain on the account until the student withdraws, graduates, or otherwise requests a credit balance stipend through the Financial Aid Office. Any private loan credit balance remaining on a student's account after they withdraw or graduate will be refunded back to the private loan lender.

Note: Most private loans are borrowed in the student's name as primary borrower, although an endorser may be required for approval. Some private lenders also offer parent loans with the parent or other relative as the primary borrower. In the case of private parent loans, credit balance stipends will be refunded to the primary borrower, unless the primary borrower has provided written authorization for alternative treatment of the excess funds.

Students who obtain a loan to pay for their educational program will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If a student withdraws, a refund calculation will be completed and a refund of non-federal aid funds may be provided.

Application Deadlines

Students who want to apply for federal student aid must submit a FAFSA (Free Application for Federal Student Aid) each aid year. Aid years begin on July 1st and end on June 30th of the following year. Applications are available on October 1st each year for the upcoming aid year, and may be submitted through June 30th of the following year. Examples below:

Aid Year	Application Available	FAFSA Submission Deadline	Last Day to Make Corrections or Updates
2021-2022	October 1, 2020	June 30, 2022	September 10, 2022

2022- October 1, 2021 June 30, 2023 September 10, 2023
2023

Submission on the FAFSA (Free Application for Federal Student Aid) is also required for consideration of eligibility for state grant program funds. FAFSA submission deadlines for state grant consideration are shown below for the states where West Coast University campuses are located, along with a list of other materials required to apply:

State of Residence	FAFSA Submission Deadline	Other Required Materials
California	March 2 nd	School certified GPA (March 2 nd)
Florida	May 15 th	Florida Financial Aid Application (April 1 st)
Texas	Not Available	–

Verification Deadlines:

If the FAFSA is selected for verification, by either the federal processor or the school, the WCU Financial Aid Department may request additional documentation to support the student's request for financial assistance, including, for example, official IRS Tax Return Transcripts, signed verification worksheets, proof of identity, etc. The student must submit all requested information to finalize the estimated financial aid offers. Students are expected to submit all verification materials within 14 days of the request. Exceptions may be made on a case-by-case basis, but failure to submit verification materials within 45 days of the request may result in the loss of institutional grants or scholarships, campus-based aid and federal loans for that payment period. Pell grant eligibility will be forfeited if requested verification documents are not received by September 30th of the trailing year of the aid year, or within 120 days of the last day of enrollment, whichever comes first.

FINANCIAL AID ELIGIBILITY REQUIREMENTS

To be eligible for financial aid, a student must:

1. Demonstrate financial need (for most programs).
2. Be a citizen of the United States or an eligible non-citizen;
3. Have a valid Social Security number;
4. Be enrolled as a regular student in an eligible degree or certificate program;
5. Maintain satisfactory academic progress toward graduation;
6. Have a high school diploma or a recognized equivalent;
7. Not be in default on any federal student loan nor owe a refund on a federal grant received at any postsecondary college or institution;
8. Sign the certification on the FAFSA that he/she will use federal student aid only for educational purposes.

Find more details about eligibility requirements at StudentAid.gov/eligibility

In addition, please note the following program-specific requirements:

- Students must be scheduled for enrollment on at least a half-time basis to receive funds under the Federal Direct Student Loan Program.
- Eligibility for Federal Pell Grants and Federal Iraq & Afghanistan Service Grants is estimated each semester or trimester based on the number of credits scheduled that will apply to the student's program of study. If a student does not begin attendance in a scheduled course, eligibility will be recalculated based on the revised enrollment status.
- Students who have earned a baccalaureate degree or a first professional degree cannot receive a Federal Pell Grant, Federal Iraq & Afghanistan Service Grant or a Federal SEOG award.
- Students incarcerated in federal or state penal institutions are not eligible for Federal Pell Grants, Federal Iraq & Afghanistan Service Grants, or Federal SEOG awards.
- Students subject to an involuntary civil commitment following incarceration for a sexual offense are not eligible for Federal Pell Grants, Federal Iraq & Afghanistan Service Grants, or Federal SEOG awards.

For more details about eligibility requirements at StudentAid.gov/eligibility.

The table below defines half-time for each enrollment level:

	Graduate	Undergraduate
Full Time	6 credits per semester/trimester	12 credits per semester/trimester
Half Time	3 credits per semester/trimester	6 credits per semester/trimester

Conditionally Accepted Students:

Because half-time enrollment status or greater is a requirement for federal loan eligibility and federal grants may not be used for preparatory coursework, students who are conditionally accepted and enrolled on a less than half-time basis in any given semester/trimester must complete the preparatory coursework on a cash pay basis or through private loans.

Students who are conditionally accepted and enroll on at least a half-time basis each semester/trimester may utilize the William D. Ford federal direct student loan program to help cover tuition costs if they otherwise qualify. The student must be able to complete all preparatory coursework within one calendar year.

FINANCIAL AID PROGRAMS

The following is a description of the various financial aid programs available at West Coast University for students who qualify. Additional information may be obtained through the Financial Aid Office.

Federal Aid Programs

Federal Pell Grant: The Federal Pell Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal Pell Grant Program is determined by a standard need-analysis formula that is revised and approved every year by the federal government. The student must be enrolled in an undergraduate program and may not already have a bachelor's or professional degree. Unlike loans, grants do not have to be paid back. The maximum Federal Pell Grant for 2021-2021 is \$6,495 per academic year. In certain situations, an eligible student can receive up to 150 percent of the maximum annual Federal Pell grant amount for an award year. A student can receive a Federal Pell Grant for no more than 12 semesters or the equivalent.

Federal Iraq and Afghanistan Service Grant: The Federal Iraq and Afghanistan Service Grant is offered to students who are not eligible for a Federal Pell Grant on the basis of their Expected Family Contribution as calculated from FAFSA data, but meet the remaining Federal Pell Grant eligibility requirements. In order to qualify, students must have had a parent or guardian in the U.S. armed

forces that died as a result of military service performed in Iraq or Afghanistan after the events of 9/11. The student must have been under 24 years old or enrolled in college at least part-time at the time of the parent or guardian's death.

Federal Children of Fallen Heroes Scholarship: This scholarship authorizes a Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer to be eligible to receive a maximum Federal Pell Grant for the award year for which the determination of eligibility is made. To qualify, a student must be Pell-eligible and have a Pell-eligible EFC, and be less than 24 years of age or enrolled at an institution of higher education at the time of his or her parent's or guardian's death. In subsequent award years, the student continues to be eligible for the scholarship as long as the student has a Pell-eligible EFC and continues to be an eligible student.

Federal Supplemental Educational Opportunity Grant (FSEOG): Federal Supplemental Educational Opportunity Grants are available to a limited number of students with exceptional financial need. Grants are based on funds available and do not have to be repaid. Need is determined by the financial resources of the student's family and the cost of attendance. Offers are granted proportionately during the aid year until available funds have been exhausted.

Federal Work-Study (FWS): The Federal Work-Study program provides jobs for graduate and undergraduate students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work related to the student's course of study. Funds under this program are limited. Students who indicate on their annual FAFSA that they are interested in FWS, and are otherwise eligible, will be offered FWS funds; however, students must apply for and be hired for a specific job opportunity in order to receive funds. Available positions are posted on our secure student portal.

William D. Ford Federal Direct Loan: Under the Federal Direct Loan (FDL) program the University certifies eligibility for each loan, and sends the loan details to the U.S. Department of Education. Loan proceeds are disbursed to the University electronically and then posted to the student's account. Students must repay the loan with interest to the servicer assigned by the U.S. Department of Education after the loan is disbursed. A description of the terms and conditions for borrowers of federal education loans is available at studentaid.gov.

Eligible students will be offered estimated student loan amounts based on FAFSA submission and the standard need-analysis formula. The University will estimate student loan eligibility on each student's initial financial aid offer for the amount necessary to cover direct institutional costs. Students interested in borrowing in excess of direct costs may request additional funds by contacting the campus financial aid office.

Students (and parents borrowing Federal Direct Parent Loans) must complete and submit a Master Promissory Note (MPN) to the Department of Education before loans will be processed. First time student loan borrowers must also complete loan entrance counseling prior to funds being disbursed. Both the MPN and loan counseling are available online at studentaid.gov.

Federal Subsidized Direct Loan: Federal Direct Subsidized loans are available to undergraduate students with financial need. Students may borrow up to \$3,500 for their first academic year, \$4,500 for the second academic year, and \$5,500 for the third and fourth academic years, at a fixed interest rate which is established annually by the U.S. Department of Education. Current interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. The interest is paid by the federal government while students are in school. Interest begins accruing at the time students cease full-time enrollment or fail to carry at least one-half the normal full-time University workload. Regular payments begin six months after the student ceases enrollment or fail to carry at least one-half the normal full-time University workload. First-time borrowers may not receive this type of loan for more than 150 percent of the length of their program of study; U.S. Department of Education may stop paying interest if student who received Direct Subsidized Loans for the maximum period continues enrollment.

Federal Unsubsidized Direct Loan: Unsubsidized Direct loans are available for students to borrow for additional education costs. Independent undergraduate students can borrow up to \$9,500 for their first academic year, \$10,500 for the second academic year and \$12,500 for their third and fourth

academic years, as a combined total with the Federal Subsidized Direct loan. Dependent undergraduate students can borrow up to \$5,500 for their first academic year as a combined total with the Federal Subsidized Direct loan, \$6,500 for their second academic year and \$7,500 for their third and fourth academic years. Graduate students can borrow \$20,500 each academic year. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. With the exception of demonstrating financial need and undergraduate status, borrowers must meet all eligibility criteria of the Federal Subsidized Direct loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after the student ceases enrollment or fail to carry at least one-half the normal full-time school workload.

Federal Direct Parent Loan for Undergraduate Students (PLUS): Federal Parent Loans for undergraduate students provide additional funds for credit-worthy parents to help pay for students' educational expenses. If a parent has no credit or a poor credit history, he/she may still qualify for a loan by applying with a credit-worthy endorser. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. Repayment begins immediately after the loan is fully disbursed. The University requires parent borrowers to submit a Request for Federal Direct Parent Loan form along with verification of the parent borrower's signature to the campus financial aid office prior to certification of a parent loan application.

Federal Direct PLUS Loans for Graduate Students (GRAD PLUS): Federal Graduate PLUS Loans for students pursuing a graduate or professional degree provide additional funds for credit-worthy graduate students to help pay for students' educational expenses. If a student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a credit-worthy endorser. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. Repayment begins immediately after the loan is fully disbursed.

State Aid Programs

California Campuses:

Cal Grant Program: Cal Grant A and B are grant programs administered by the State of California and are available to eligible undergraduate students who have applied before the March 1st deadline each year. Student eligibility must be approved by the California Student Aid Commission. Grants are based on funds available from the State and do not have to be repaid. All Cal Grant payments are credited to the student's University account to cover outstanding tuition fees, and supplies. Cal Grant B access funds will be paid directly to the student as received, unless the student has provided the campus financial aid office with authorization to apply the funds to their student account to pay for tuition, fees, books, or supply charges.

Chafee Grant Program: The California Chafee Grant for Foster Youth is a grant program administered by the State of California. To qualify, the student must be a current or former foster youth and not have reached his or her 22nd birthday as of July 1st of the award year. The court must have established dependency for the student between the ages of 16 and 18. (KinGap youth, adopted youth, guardian placement, and voluntary placement may not be eligible for the Chafee Grant, unless court dependence was established, at anytime, between the ages of 16 and 18.) The California Department of Social Services will verify an applicant's foster youth eligibility status. Chafee Grant payments will be stipend to the student for living expenses, unless the student provides written authorization to apply the funds to their student account to pay for tuition, fee, or book charges. The Chaffee Grant is federally and state funded and is subject to the availability of funds each year.

More information about Cal Grants and Chafee awards is available online at mygrantinfo.csac.ca.gov.

Florida Campuses:

Florida Bright Futures Scholarship Program: This program offers three types of scholarships -- the Florida Academic Scholars Award (FAS), the Florida Medallion Scholars Award (FMS), and the Florida Gold Seal Vocational Scholars Award (GSV). The Program was created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement. Students must apply for the scholarship by submitting the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.

Benacquisto Scholarship Program: This program is a merit scholarship for Florida high school graduates who receive recognition as a National Merit Scholar. Eligible scholars will receive an award equal to the institutional cost of attendance minus the sum of Bright Futures and the National Merit award.

Florida Postsecondary Student Assistance Grant Program: This program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions. Students demonstrate financial need by completing the Free Application for Federal Student Aid (FAFSA) prior to the first day of classes. Funds are offered by the campus financial aid office to students with the highest need for the Fall and Spring semesters. Funds are offered until all available funds have been exhausted.

Jose Marti Scholarship Challenge Grant: This grant is a need-based merit scholarship that provides financial assistance to eligible students of Hispanic origin. To be considered for this grant, students must submit a Florida Financial Aid Application no later than April 1st, during senior year of high school. Applicants will be ranked by their application submission date, if necessary. Applicants must have a minimum CGPA of 3.0.

Scholarships for Children/Spouses of Deceased or Disabled Veterans: These scholarships provide an award to dependent children or unremarried spouses of qualified Florida veterans. Applicants must submit a completed Florida Financial Aid Application (FFAA) by April 1 for priority consideration of an initial award (available October 1). Question 31a-g of the FFAA must be answered with information related to the veteran by April 1 so that the Florida Department of Veterans Affairs can certify that the veteran qualifies.

Honorably Discharged Graduate Assistance Program (HDGAP): The Florida Legislature created funding for the Honorably Discharged Graduate Assistance Program as a supplemental need-based veteran educational benefit. Funds are to be used to assist in the payment of living expenses during holiday and semester breaks for active duty and honorably discharged members of the Armed Forces who served on or after September 11, 2001. To qualify, applicants must be enrolled in an approved program of study, be a Florida resident, have completed an error-free FAFSA and have sufficient unmet need. Allocation of funds will be sent to the institution for certified veterans in mid-December of each year. Due to limited funding, funds may be exhausted during the first semester break.

Additional information about Florida State Grants and Scholarships can be found at www.floridastudentfinancialaid.org.

Institutional Scholarships and Grants

West Coast University offers several scholarship and grant opportunities to students. To be eligible for WCU scholarships or grants, students must be admitted to the University and meet any fund-specific eligibility requirements. Unless otherwise noted, all WCU scholarships and grants are applied toward university tuition and fees. Funds are limited and not all who apply will receive an offer. Offer amounts may be proportionately reduced for less-than-full-time enrollment. Students who receive a scholarship or grant but withdraw prior to completion of their academic degree program will forfeit future disbursements, and students who withdraw in the middle of a semester or trimester will have their disbursement reduced proportionately to the percent of tuition earned.

Specific scholarship and grant opportunities are detailed in the next section of this catalog.

Aid for Military Families

Both the federal government and nonprofit organizations offer money for college to veterans, future military personnel, active duty personnel, or those related to veterans or active duty personnel.

Below are a few sources of financial aid that military families may choose to consider:

Department of Veterans Affairs (VA) Education Benefits: The VA offers education benefits for veterans and for their widows and dependents on its GI Bill® site.

The following major national organizations offer scholarships primarily to active duty, military, veterans, and/or their families:

- American Legion
- AMVETS
- Paralyzed Veterans of America
- Veterans of Foreign Wars

Online Division Scholarships and Grants

WCU SEIU Grant: WCU has established an SEIU Grant to promote online higher education to the members of the Service Employees International Union. Grant amounts vary but will not exceed 20% of tuition charges each term*. To be eligible for the SEIU Grant, a candidate must enroll in a West Coast University online undergraduate degree program. The candidate must meet WCU's admissions requirements, be admitted to the university, complete the SEIU attestation confirming current SEIU membership, and allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of current member status with the SEIU. The WCU SEIU Grant may not be combined with any other WCU scholarships or grants. *Grant amount will not exceed 5% for students who qualify for military tuition rates. SEIU Grants will be renewed each academic year if there has been no break in enrollment in the past academic year. For purposes of this grant, a break in enrollment is defined as a student withdrawal from the program, or an extension of an approved Leave of Absence return date.

WCU Health Services Partner Grant: WCU has established a Health Services Partner Grant in order to promote online higher education to the employees of selected Health Services Partners who are charged non-military tuition rates. Grant amounts vary but will not exceed 10% of tuition charges each term* for students enrolling on an individual basis; and will not exceed 15%* if three or more students from the same Health Services Partner enroll together for the same start term. To establish eligibility for an initial offer, a candidate must meet all of WCU's admissions requirements, be admitted to the university, identify their Health Services Partner affiliation when completing the online application for admission, and allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment by the Health Services Partner, active CCNA membership documentation, or community college graduation. A current list of eligible Health Services Partners is available in the Admissions Office. The Health Services Partner Grant will be automatically renewed each academic year unless the recipient withdrew or extended an approved Leave of Absence in the prior academic year.

The WCU Health Services Partner Grant may not be combined with any other WCU scholarships or grants except for the WCU Alumni Pathway Grant. Students employed by a Health Services Partner may qualify for either the Health Services Partner Grant, or the military tuition rates, but not both. There is no cash value to the grant. Students who withdraw prior to the end of a trimester will have their grant reduced proportionately to the percent of tuition earned.

*Will not exceed 5% of tuition charges for students who qualify for military tuition rates, or students who also qualify for an Alumni Pathway Grant. If a new student entering as part of a group of three or more from the same Health Services Partner also qualifies for a WCU Alumni Pathway Grant, the combined grant percentage for the two grants will not exceed 25% for the individual student.

Alumni Pathway Grant: The Alumni Pathway Grant is available to American Career College or West Coast University alumni who enroll in online programs. West Coast University has established an Alumni Pathway Grant in order to promote online higher education to the alumni of West Coast University or American Career College. Grant amounts will vary but will not exceed 20% of tuition charges each term.* To establish eligibility for an initial Alumni Pathway Grant, a candidate must meet all of WCU's admissions requirements, be admitted to the university for enrollment in a degree program, and have graduated from a degree or VN program at either American Career College or West Coast University. The Alumni Pathway Grant will automatically be renewed each academic year. Please contact the WCU Financial Aid department for additional information.

The Alumni Pathway Grant may not be combined with any other WCU scholarships or grants except for the WCU Health Services Partner Grant (see above). There is no cash value to the grant. Students who withdraw prior to the end of a trimester will have their grant reduced proportionately to the percent of tuition earned.

WCU Nursing Partner Scholarship: WCU provides a limited number of full scholarships to employees of WCU's premier Nursing Partners. Nursing Partner Scholarship awardees are selected by the individual Nursing Partner. Students must meet all WCU admissions requirements and be admitted to the University. A list of participating Nursing Partners is available in the Admissions Office. Continued employment by the Nursing Partner is required for renewal of the scholarship each academic year. There is no cash value to the scholarship. Students who withdraw prior to the end of a trimester will forfeit any unused scholarship funds.

WCU Performance * The WCU Performance Scholarship is a merit-based program available for students enrolled in a WCU online degree program. To qualify for the scholarship, students must meet all program admissions requirements (conditionally admitted are excluded) and have a minimum CGPA for all coursework attempted at other institutions prior to the enrollment at West Coast University of 3.0 if enrolling in a WCU undergraduate program, or 3.25 if enrolling in a WCU graduate program.

The applicant's CGPA must be documented by submission of all academic transcripts to WCU before the start of the first term of study. For purposes of this scholarship, initial determination of eligibility may be based on unofficial transcripts, pending verification of official transcripts. Official transcripts must be received before the end of the first term of study or the scholarship will be forfeited.

If the applicant has attempted less than 18 semester hours of study at a postsecondary institution, the scholarship eligibility will be evaluated based on the applicant's high school CGPA. If the applicant has attempted 18 or more semester hours of study, the evaluation will instead be based on the CGPA for all prior postsecondary institutions.

Scholarships for approved applicants may be offered as a 15% reduction of tuition for the program incurred for each academic year. This scholarship may not be combined with any other WCU scholarship or grant.

*Students qualifying for military tuition rates are not eligible for the Performance Scholarship.

WCU-ACC Partnership Grant

WCU, in partnership with American Career College offers a grant to employees of eligible WCU and ACC partners (please speak to an admissions representative for a list of eligible WCU and ACC partners) for the RN to BSN, MSN-Advanced Generalist, MSN-Nurse Leadership, MSN-Nurse Educator, or MSN-Informatics programs. Award amounts may vary but will not exceed for the remaining balance at West Coast University after applying the sponsored tuition credit from American Career College. The grant is applied toward tuition and fees only. Recipients are selected by the applicant's employer. To qualify, the following criteria must be met:

1. Meet all requirements for admission to the RN-BSN, MSN-Advanced Generalist, MSN-Nurse Leadership, MSN-Nurse Educator, or MSN-Informatics program at West Coast University as outlined below and in the university catalog.
2. Remain actively employed and in good standing with your employer until completion of the RN to BSN, MSN-Advanced Generalist, MSN-Nurse Leadership, MSN-Nurse Educator, or MSN-Informatics program at WCU.
3. Complete the WCU-ACC Partnership Grant attestation regarding employment and allow for verification of eligibility. Verification of eligibility requires the student to submit documentation of proof of employment.

The WCU-ACC Partnership Grant will be renewed each aid year if there has been no break in enrollment in the past academic year. For purposes of this grant, a break in enrollment is defined as a student withdrawal from the program, or a Leave of Absence. Students must also remain employed and in good standing with their employer. Verification of employment is required each academic year at the time of repackaging.

Students that elect to take a leave of absence or withdraw from the program will no longer be eligible for the grant, and will be responsible for the remaining cost to complete the program if they desire to return. Students who withdraw in the middle of a trimester will have their offer reduced proportionately to the percent of tuition earned. Course repeats for failed courses are to be paid by the student. For more information concerning the scholarship, please contact your Human Resources Department.

The WCU-ACC Partnership Grant may not be combined with any other WCU scholarships or grants.

Undergraduate On-Ground Scholarships and Grants

Centennial Merit Scholarship - California: The Centennial Merit Scholarships are available for students enrolled in WCU's on-ground undergraduate programs and who meet all WCU program admissions requirements for full enrollment (not conditional enrollment). Applicants must have an unfunded gap balance of tuition or fees owed to West Coast University for the academic year. To be considered for this scholarship, applicants must submit academic transcripts to WCU for all prior education prior to the start date.

Applicants for one of our California campuses will be evaluated based on a composite score of criteria including entrance test score, CGPA*, and unmet need. For the purposes of this scholarship, unmet need will be determined by the unfunded gap balance of tuition and fees owed to West Coast University for the academic year, after application of federal and state grants and loans and verified attempts to obtain other external funding options. Click [here](#) to visit the composite score matrix for your campus. Applications are available on our student portal > Financial Aid > FA Docs. The Centennial Merit Scholarship may not be combined with any other WCU scholarships or grants, except the HANA Nursing Scholarship.

The terms and conditions and eligibility criteria for the Centennial Merit Scholarship are subject to change, and the program may be discontinued at any time.

Centennial Merit Scholarship - Texas & Florida Campuses: The Centennial Merit Scholarship is available for students who meet all WCU program admissions requirements for full enrollment (not conditional enrollment). Applicants for the Texas and Florida campuses will be evaluated based on entrance test score. Award amounts will vary, but will not exceed direct education costs remaining after federal grants, federal loans, and external agency benefits. Applications are available in the Financial Aid Office. The Centennial Merit Scholarship may not be combined with any other WCU scholarships or grants. Click [here](#) to find the score matrix your campus.

The WCU Opportunity Grant: Offered to qualified students attending WCU's Florida campuses who are enrolled in the on-ground undergraduate programs with a minimum summative TEAS score of at least 119. To qualify, applicants must have an unfunded tuition and fee balance owed to WCU after personal/external contributions of \$200 per month, and have exhausted all other options for gap financing, as confirmed by the campus Financial Aid Director. Applicants who have previously attended

five or more post secondary educational institutions prior to WCU, but have not yet earned a bachelor's degree, are not eligible for this grant. Fund availability varies by campus and start term.

Amounts offered may vary based on demonstrated financial need, number of previous higher education institutions attended, and enrollment status, but will not exceed a maximum of \$3,000 per semester. Renewal of Opportunity Grants for subsequent years will require re-evaluation of the unfunded balance and newly-documented attempts for alternative financing. Students must meet satisfactory academic progress as defined in the University catalog to maintain eligibility for this grant.

BSN Pathway Scholarship: WCU offers a scholarship to graduates of American Career College's Vocational Nursing program who have been admitted into the BSN or LVN-BSN programs at WCU. The deadline to apply is fourteen (14) days prior to the start of the academic year. The maximum offer amount is \$3,000 per full-time semester for California campuses, \$2,000 per full-time semester for the Texas campus, or \$1,500 per academic year in Miami, for a maximum of eight semesters. Offer amounts will be proportionately reduced for less than full time attendance. This scholarship is available to on-ground Nursing students only.

The student must meet the following eligibility requirements: (1) Student must have graduated from the American Career College Vocational Nursing program with a minimum CGPA of 3.0; and (2) Submit a scholarship application, with proof of ACC graduation at least two weeks prior to their first academic year at West Coast University. For more information, students should contact the Financial Aid Director at the campus they are attending. The BSN Pathway Scholarship may not be combined with any other WCU scholarship or grants.

BSN Pathway Scholarships will be renewed for subsequent years for students who have earned a minimum CGPA of 3.0 at WCU through the end of the previous academic year.

Bright Futures Matching Scholarship: WCU has established the Bright Futures Matching Scholarship in support of students who qualify to receive a Bright Futures Florida Academic Scholars (FAS) or Florida Merit Scholars (FMS) awards from the Florida Office of Student Assistance. This matching scholarship would be offered to students enrolled in West Coast University's Miami campus, upon confirmation of Bright Futures eligibility by the campus Financial Aid Office. The matching scholarship would be offered each academic year that the student receives the FAS or FMS from the state. Offer amounts vary, but will not \$6,500 per academic year (\$3,250 per semester) for full-time FAS awardees or \$4,500 per academic year (\$2,250 per semester) for full-time FMS awardees.

Norma Ford Memorial Scholarship: The scholarship is offered to select BSN, LVN-BSN, LPN-BSN, or BSDH students based on academic and need-based qualifications as they enter their 3rd or 4th academic year at West Coast University. Applications are available in the campus Financial Aid Office and must be approved by the Financial Aid Director prior to consideration by the scholarship committee. To apply, the students must have a minimum 3.0 Cumulative Grade Point Average at West Coast University and have exhausted all other options for gap financing, as confirmed by the campus Financial Aid Director. This scholarship is only available to on-ground students.

Scholarship funds will be applied to tuition and fees at West Coast University each semester for a maximum of four semesters. Offer amounts vary but will not exceed \$5,000 per semester for California students, \$3,750 per semester for Texas students, and \$2,500 for Miami students. Funds are limited. Not all who apply will receive a scholarship.

Norma Ford Memorial Scholarships will be renewed for subsequent years for students who have earned a minimum CGPA of 3.0 at WCU through the end of the previous academic year.

Greg Jarvis Simulation Scholarship (Available for all campuses): In 2011, West Coast University honored alumnus Greg Jarvis with the presentation of its first-ever "Distinguished Alumnus Award". Following the presentation of this prestigious award, WCU announced the "Greg Jarvis Scholarship", to be given to students who had outstanding achievements in simulation education. Mr. Jarvis was a Detroit, Michigan native who served in the Air Force, and was awarded a Masters Degree in Management Science from West Coast University. In early 1986, Mr. Jarvis was chosen by NASA to join the crew of the Challenger space shuttle. The nation watched in horror as the spacecraft exploded shortly after launch, killing all members aboard. Subsequently, Mr. Jarvis was posthumously awarded the Congressional Space Medal of Honor.

This scholarship appropriately honors Greg Jarvis' memory, for his professional life, his contributions to technological advancements, and the use of simulation technology in preparation for manned space flight.

The WCU Greg Jarvis Simulation Scholarship offers \$1,000 to one student recipient per term (5 total), per campus, and is applied against tuition charges for the following term. The scholarship is applied toward tuition and fees only. Applicants must complete and submit the application with all required documents prior to the end of NURS 481L in week 9 of the term. For more information concerning eligibility requirements and required documentation, please see the Financial Aid department.

Nursing Excellence Grant - On-Ground Miami & Texas Campuses Only: The Nursing Excellence Grant is offered to select West Coast University - Miami or Texas nursing students who are employed by a clinical partner of WCU and who have demonstrated professional excellence in their healthcare careers. A current list of clinical partners is available from the campus Admissions Office. This scholarship is only available to on-ground students.

The grant offers up to \$750 per full-time semester in Miami and up to \$1,125 per full-time semester in Texas and is applied to tuition and required fees at WCU. Offer amounts will be proportionately reduced for less-than-full-time enrollment. Verification of employment and clinical affiliation status will be at the sole discretion of WCU. Grants are offered on a rolling basis and satisfaction of eligibility requirements does not guarantee that a grant will be offered upon enrollment at WCU. The grant may not be combined with any other WCU grants or scholarships. For additional information, please see the Financial Aid department.

HANA Nursing Scholarship - Miami Campus Only: The HANA Nursing Scholarship is available to selected members of the Haitian American Nurses Association who enroll in the BSN or LVN-BSN program at West Coast University. Two scholarships will be offered each academic year to new students who have met all admission requirements and achieved a minimum composite score of 80 on the TEAS V exam. Offer amounts will be up to \$2,500 per academic year (\$1,250 per semester) for a maximum of 8 semesters. Scholarships are renewable each year for students who maintain at least a 3.0 CGPA. Interested students must apply directly to the Haitian American Nurses Association. More details are available in the Admissions Office.

International Education Grant: Offered to a qualified student enrolled in an international exchange program with a current WCU partner, and who will take coursework in a program at West Coast University as a non-degree seeking student. To qualify, a student must meet all admissions requirements of the exchange program and be nominated by his/her home institution. Additional eligibility requirements may be required.

Amounts offered may vary based on demonstrated financial costs. This grant may not be combined with any other WCU grant or scholarship. Please contact the WCU international department for additional information.

WCU CHOC Scholarship/WCU Center for Education and Research Scholarship: Annually, WCU offers RN-BSN and RN-MSN full tuition scholarships to CHOC Children's Hospital. This is a five year scholarship commitment between WCU and CHOC to assist CHOC in their continued pursuit of nursing excellence. Recipients of the WCU Center for Education and Research scholarships are selected by CHOC committee members with WCU recommendations if requested. Scholarships are offered during Nurse Week celebration events at CHOC. Interested applicants must submit an application directly to CHOC's Clinical Education Department via the PAWS intranet. In order to qualify, CHOC associates must meet the following criteria:

1. Meet all requirements for admission to the RN-BSN or RN-MSN programs at West Coast University
2. Graduate from an institution accredited by an agency recognized by the United States Department of Education or professionally accredited nursing program with a Diploma, ADN, or BSN degree.
3. Employed as a CHOC associate for more than 2 years.
4. Have no disciplinary action within the past 12 months. In addition, applicants must meet the following requirements:

RN-BSN applicants:

- Applicant must have an active unobstructed license as a Registered Nurse (RN) in the state they currently practice.
- Provide official transcripts demonstrating an ADN or Diploma from a program licensed by the Board of Nursing. RN-MSN applicants:

Note: Nurses with an ADN or BSN may apply for the RN-MSN scholarship.

- Provide official transcripts demonstrating proof of graduation from an institution accredited by an agency recognized by the United States Department of Education or professionally accredited nursing program with a Diploma, ADN, or BSN degree.
- Applicant must have an active unobstructed license as a Registered Nurse (RN) in the state they currently practice.
- Have a minimum of one year of full time experience as a Registered Nurse.
- Satisfactorily complete a Statistics course (MATH210 or equivalent) within the past 5 years and before NURS 540 Research Utilization. ADN applicants will have opportunity to take Statistics at WCU.
- Submit three academic/professional letters of recommendation (one from a professional in the RN-MSN track of choice).
- Submit a resume or Curriculum Vitae.
- Complete an essay.
- Meet on of the following:
 - Pass the HESI A2 at the 90% level
 - Achieved eligible totals on the GRE
 - Achieved a cumulative GPA of 3.0 or higher in their postsecondary degree program.

WCU Nicklaus Scholarship: WCU offers RN-BSN and RN-MSN full tuition scholarships to Nicklaus Children's Hospital. Two scholarships will be offered each academic year - one to a RN-BSN student and one to a RN-MSN student. Recipients are selected by Nicklaus Children's Hospital with WCU recommendations if requested. Interested applicants must submit an online application at <http://westcoastuniversity.edu/forms/nps/bsn.html>. In order to qualify for the scholarships, Nicklaus Children's Hospital associates must meet the following criteria:

- Applicant must provide proof of an active unobstructed license as a Registered Nurse (RN) in the state of Florida.
- Provide official transcripts demonstrating an ADN or Diploma from a program licensed by the Board of Nursing.

Nurses of Tomorrow Scholarship

The Nurses of Tomorrow Scholarship is available to students enrolling in WCU's on-ground degree programs in Texas or Miami. Students must be accepted on a regular (not conditional) basis, and must have graduated from high school within twelve months prior to beginning their program at West Coast University, and the only college credit that was earned prior to enrollment at WCU was while dual-enrolled in high school.

To receive an offer, applicants must have achieved a minimum high school GPA of 3.0. For purposes of calculating the high school GPA, applicants for the Summer (June) start may submit transcripts that include all classes taken through the first semester of the applicant's senior year of high school. Applicants for all other starts must submit high school transcripts including all classes attempted through their high school graduation date.

Offer amounts will vary but will not exceed \$5,000 per academic year in Miami and \$6,500 per academic year in Texas. Offers will be pro-rated for less-than-full time enrollment. Students who withdraw in the middle of a semester will have their offer reduced proportionately to the percent of tuition earned. Applications are available in the financial aid office. The Nurses of Tomorrow Scholarship may not be combined with any other WCU grants or scholarships.

WCU Access Grant (Miami only): Offered to qualified students attending WCU's Miami campus who have successfully completed at least 24 credits at West Coast University (exclusive of transfer credits) in the prior academic year, have an unfunded tuition and fee balance owed to WCU after personal/external contributions of \$2,000 for the academic year, and have exhausted all other options for gap financing, as confirmed by the campus Financial Aid Director.

Fund availability varies by campus and start term. Award amounts may vary, but award amounts per full-time semester will not exceed \$4,500, for a maximum of six semesters, and are applied towards WCU tuition and required fee charges.

This grant may not be combined with any other WCU scholarship or grant, except for the Centennial Merit Scholarship. There is no cash value for this grant. If you withdraw in the middle of the semester, the grant award will be pro-rated based on tuition and fee charges earned for the semester. Students who withdraw during an academic year will forfeit future disbursements.

Renewal of grants for subsequent years requires re-evaluation of the unmet need and newly-documented attempts for alternative funding, as well as successful completion of at least 24 credits (exclusive of transfer credits) in the preceding academic year.

Pharmacy Scholarships

The priority deadline for receipt of all Pharmacy scholarship application materials is March 31st. All offers must be accepted within 10 business days of receipt of the scholarship offer. Funds remaining from unaccepted offers may be offered to additional applicants on a monthly basis.

Presidential Academic Excellence Scholarship (up to five recipients per year)

- \$15,000 per academic year - up to \$67,500 for the full 9 semester program
- 3.50 and above cumulative GPA
- Must have a Bachelor's degree
- Renewable for 4 1/2 years - must maintain GPA of 3.25 or higher throughout the program
- Student must have accepted admission offer at the time of the offer

Mark Hacken Trustee Scholarship (up to five recipients)

- \$10,000 per academic year - up to \$45,000 for the full 9 semester program
- 3.00 and above cumulative undergraduate GPA for the initial year offer
- Member of an under-represented minority (African-American, Hispanic, and Native American)
- Renewable for 4 1/2 years - must maintain GPA of 3.0 or higher throughout the program
- Student must have accepted admission offer at the time of the scholarship offer
- Must have accepted offer within 10 business days of receipt of the offer

Dean's Scholarship (up to twenty recipients)

- Up to \$5,000 per academic year
- 2.75 and above cumulative undergraduate GPA for the initial year offer
- Demonstrate excellence in service engagement

- Renewable for 4 1/2 years - must maintain
 - GPA of 3.0 or higher throughout the program; and
 - Excellence in service engagement
- Student must have accepted admission offer at the time of the offer
- Must have accepted initial offer within 10 business days of receipt of the offer.

Scholarships for Current Students

Service Excellence Scholarship

- Up to 10 recipients may be granted per year
- Criteria:
 - Active participation in at least one professional organization
 - A proven record of leadership in community outreach and/or service agreement
 - Cumulative GPA of 2.75 or higher
- Scholarship Amount: \$1,000 scholarship toward following year's tuition
- Up to 4 recipients may be granted per year
- Criteria:
 - Leadership role in activities of a professional organization and/or student government
 - Leadership role in a project that promotes pharmacy profession/practice
 - Cumulative GPA of 3.00 or higher
- Scholarship Amount: \$2,500 scholarship toward following year's tuition.

Students interested in receiving the President's, Mark Hacken, and/or Dean's Scholarships, described above, must notify the program Dean of his/her interest as a part of the program application process.

Scholarships will be applied toward required tuition and fees. Students who withdraw prior to program completion will forfeit future disbursements.

Scholarship for Fourth Year Students: The following scholarships may be offered over and above any other scholarship for which a student may qualify.

Academic Honors Scholarship

- Criteria:
 - Cumulative GPA of 3.5 or higher
 - Third year PCOA ranking of 75th percentile or higher
- Scholarship Amount: \$5,000 scholarship toward fourth year tuition
- Criteria:
 - Cumulative GPA of 3.5 or higher
 - Third year PCOA ranking between 50th and 75th percentile

- Scholarship Amount: \$2,500 scholarship toward fourth year tuition.

Each of the above scholarship offers for new and current students is exclusive of the other offers and each recipient will be selected at the discretion of the Program using a scholarship rubric. A student will receive the amount for the highest level for which the student was eligible and selected. For example, if the student is selected for both a Presidential Academic Excellence Scholarship and a Dean Scholarship, then that student will receive only the Presidential Scholarship. Only one scholarship will be offered per student.

Private Loans

Private loans are available to students through various lending institutions to help pay educational expenses. Private loans, which are not insured by the federal government, have repayment terms that vary depending on the lender from which you borrow. West Coast University encourages students to explore federal and state grants and loans, and to consider the anticipated monthly loan payments along with expected future earnings before considering a private education loan. Federal student loans are required by law to provide a range of flexible repayment options and loan forgiveness benefits, which private student loans are not required to provide. The U.S. Department of Education provides a student loan repayment estimator online at studentaid.gov/loan-simulator.

Generally, private loans require that the borrower is a U.S. Citizen, a U.S. national, or a permanent resident and must be creditworthy. International students are eligible with a creditworthy cosigner (who must be a U.S. Citizen or permanent resident) and appropriate U.S. Citizenship and Immigration Service documentation. If the student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a creditworthy co-borrower.

Most lenders expect you to have a qualified co-borrower before they will approve the loan. Interest rates and repayment terms vary between private lenders. West Coast University does not make any recommendations regarding private lender selection for students who decide to pursue private loan options. Students may borrow from any lender. Be sure to research and review each lender's terms and conditions before making a final decision. A list of lenders previously used by WCU students is available at www.elmselect.com, along with terms and conditions for each private lender.

Note: Most private loan are borrowed in the student's name as primary borrower, although an endorser may be required for approval. Some private lenders also offer parent loans with the parent or other relative as the primary borrower. In the case of private parent loans, any credit balance remaining on the student's account after tuition and required fees are paid in full will be refunded to the primary borrower, unless the primary borrower has provided written authorization for alternative treatment of the excess funds.

MILITARY EDUCATIONAL BENEFITS

West Coast University is approved for training of Veterans, active duty military and eligible persons for most academic programs under the provisions of Title 38, United States Code. University Financial Aid Directors serve as Certifying Officials for each campus. Students interested in Military or Veterans Educational Benefits should contact the Financial Aid Department for a current list of approved programs. Veterans or active duty military who are unsure of their eligibility should contact the Veterans Administration or Department of Defense directly. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits.

All applicants who identify themselves as potentially eligible for military education benefits will be required to provide a Certificate of Eligibility (COE) or similar document to the Financial Aid Office

prior to enrollment. The COE will be used to provide the covered individual with a Shopping Sheet in compliance with Sec 1018 of 38 USC 3679.

All official transcripts detailing prior higher education credits and military JST credits must be submitted to the Registrar's office by the end of the first term of enrollment. WCU will not certify enrollment for after the first term of enrollment unless all transcripts have been received and reviewed by the campus Registrar.

Blended Courses: Blended courses will be reported to the Department of Veterans Administration as either "Residential" or "Distance," depending on the modality for the courses. See your campus Financial Aid Director if you have questions about the designation of a specific course or courses.

Online courses and Blended courses that are designated as "Distance" may result in a reduction of any Basic Allowance for Housing (BAH) that you may be eligible to receive. Contact your benefit liaison at the Department of Veterans Administration for more details.

Students using the the Post 9/11 GI Bill® benefit are required to verify enrollment at the end of each month to receive a Monthly Housing Allowance (MHA) from the Department of Veterans Affairs. Students have the option to verify enrollment via text or email by opting in when notified by the Department of Veterans Affairs that their enrollment was processed. Students may also call the Education Call Center (ECC) at 1-888-GIBILL-1 to verify enrollment.

Post 9/11 GI Bill® Yellow Ribbon program

The California on-ground undergraduate campuses participate in the Post 9/11 GI Bill® Yellow Ribbon program. A limited number of qualified students will receive the offer each academic year. Offers are made on a first-come, first-serve basis. Submit a Yellow Ribbon application via WCU's secure student portal to request consideration for these funds.

Additional Eligibility Requirements: Only individuals entitled to the maximum benefit rate (based on service requirements) may receive Yellow Ribbon funding.

Exception: Effective August 1, 2018, recipients of the Fry Scholarship and Purple Heart recipients awarded on or after September 11, 2001 may use the Yellow Ribbon Program under Harry W. Colmery Veterans Educational Assistance Act (Forever GI Bill®).

Department of Defense Tuition Assistance Program

West Coast University is approved for training of active-duty service members through the Department of Defense's Tuition Assistance Program.

The Financial Aid Office at each campus is the designated point of contact for financial advising. The Student Affairs Office at each campus is the designated point of contact for academic advising and access to disability counseling. The Career Services Office at each campus is the designated point of contact for job search activities.

Service members who wish to use Tuition Assistance must obtain advance approval from their Service, and must speak with an Educational Service Officer (ESO) or counselor within their Military Service prior to enrolling.

Depending on your branch, you may be eligible to receive up to 100% Federal Tuition Assistance from military service, with a \$250 cap per semester hour up to \$4,500 fiscal year annual limit.

Select your specific branch of service for more information on the Tuition Assistance program.

Airforce: <http://www.afpc.af.mil/Benefits-and-Entitlements/Military-Tuition-Assistance-Program/>

Army: <http://www.afpc.af.mil/Benefits-and-Entitlements/Military-Tuition-Assistance-Program/>

Marine: <http://www.usmc-mccs.org/articles/how-do-i-apply-for-tuition-assistance/>

Navy: <https://www.navycollege.navy.mil/sailors/tuition-assistance-ncpace.htm>

The Top-Up Benefit

If you are eligible for the Montgomery GI Bill® (MGIB) Active Duty or Post-9/11 GI Bill® and plan to use Military Tuition Assistance (TA), you can use the Federal Assistance Top-Up benefit to cover the difference between your college course cost and the amount that TA will cover.

To use the Top-Up, you must be approved for Federal Tuition Assistance and be eligible for Montgomery GI Bill® - Active Duty benefits or Post-9/11 GI Bill®. To be eligible for MGIB benefits, you must be an MGIB - Active Duty participant and have served at least two full years on Active Duty.

The amount of the benefit is limited to the amount you would receive for the same course if regular benefits were being paid. In no case, can the amount paid by the military combined with the amount paid by VA be more than the total cost of the course.

If you receive the Top-Up benefit, your regular VA benefits will be reduced. If you are utilizing the Montgomery GI Bill® your entitlement is charged based on the dollar amount of benefits VA pays you. You will be charged one month of entitlement for each payment you receive that is equal to the full time monthly rate for the GI Bill®. If you are utilizing the Post-9/11 GI Bill®, your entitlement is charged based on the training time you are enrolled in. If you are going to classes at the half-time training level you will be charged for a half month of Post-9/11 GI Bill® benefits for each month you are enrolled and receiving GI Bill® benefits no matter how much money you are reimbursed.

The benefit is available for all courses that began on or after October 30th, 2000. A copy of an approved Tuition Assistance Authorization form for the course is required. If you have not requested VA benefits before, you should submit VA Form 22-1990 to establish eligibility.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at benefits.va.gov/gibill.

Documentation Required for Military Tuition/Fees Rates

Students must document their eligibility for military tuition/fee rates by submitting one of the following to the campus Financial Aid Office:

Active Duty/Reserve/DoD/VA Employee

- Leave & Earnings Statement (LES) - or
- Statement of Service (Provided by Command)

Veteran

- DD214 Member Copy 4 Showing Honorable Discharge - or
- VA Certificate of Eligibility for GI Bill® Benefits

Active Duty & Reserve Spouse/Dependents

- VA Certificate of Eligibility from transfer of education benefits - or
- Marriage License and Spouse LES and unexpired U.S. Driver's License

Limited Interest Rates, No Accrual of Interest, and Deferment of Federal Student Loans

Some service members may qualify for limited interest rates and deferment of student loans under specific conditions. To receive the benefits below, contact your federal student loan servicer for information about the documentation you must provide to show that you qualify:

- Under the *Servicemembers Civil Relief Act*, if you took out student loans prior to entering the military or being called to active duty, the interest rate on those loans will be limited to 6% during your active duty military service. This applies to both federal and private student loans (and other loans as well).
- For all Direct Loans, first disbursed on or after October 1, 2008, no interest will be charged for a period of no more than 60 months while you are serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and are serving in an area of hostilities qualifying for special pay. For Direct Consolidation Loans, this benefit applies to the portion of the consolidation loan that repaid loans first disbursed on or after October 1, 2008.
- You will qualify for deferment of repayment on any of your federal loans while serving on active duty in the military, or performing qualifying National Guard duty, during a war, military operation,

or national emergency. If your period of active duty service includes October 1, 2007, or begins on or after that date, your deferment will be extended for an additional 180 days after the demobilization date for each period of qualifying service.

- If you are a member of the National Guard or other reserve component of the U.S. armed forces (current or retired) and you are called or ordered to active duty while you are enrolled at least half-time at an eligible school or within six months of having been enrolled at least half-time, you qualify for deferment of repayment on your federal student loans during the 13 months following the end of your active duty service, or until you return to school on at least a half-time basis, whichever is earlier.

Reimbursement to Veterans and Eligible Persons

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

TUITION PAYMENT

Tuition for the program selected is due by the start of the semester or trimester unless alternative arrangements have been made with the Financial Aid or Bursar Office. Payment may be made with credit card, debit card, wire transfer, check, or money order made payable to West Coast University. Payments may be automatically debited from a valid pre-authorized credit card, submitted electronically each month on our secure student portal, or presented in person to the Business Office during regular office hours.

Depending on the campus attended, past due payments may result in the placement of registration, book voucher, and/or transcript holds.

Past due payment arrangements may lead to financial suspension (dismissal) from the University at the end of the past-due semester/trimester. Students may appeal a pending financial dismissal by submitting an exception request to the Bursar Office at least two weeks prior to the end of the delinquent semester/trimester.

Students who have been dismissed for financial reasons will be required to pay past-due balances in full as well as the first payment due for the upcoming semester/trimester in order to re-enroll.

Note: The University reserves the right to refuse payments from unverifiable sources. Gift cards will not be accepted in amounts greater than \$1,000 per term, either singularly or in combination with other gift cards.

Veterans Entitled to Educational Assistance under Chapter 31 and Chapter 33

West Coast University permits any covered individual* to attend and participate in program-required courses beginning on the date the individual provides the campus Financial Aid Office a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

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

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

Note that this policy applies to the portion of tuition and fees expected to be paid for the term under Chapter 31 or 33. Covered individuals whose educational assistance eligibility under Chapter 31 or 33 is less than the full amount billed for tuition and required fees each term may be required to remit payment or make other satisfactory arrangements to pay the difference between the amount of the student's financial obligation and the amount of the expected VA education benefit disbursement.

*For purposes of this disclosure, a covered individual is any enrolled student who is entitled to educational assistance under Chapter 31, Veteran Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

FINANCIAL SUSPENSION

Students' financial accounts must always be kept current unless alternative arrangements have been approved in advance by the Bursar Office. Late payments may be assessed a late payment fee according to the terms of the student's Retail Installment Contract. Students who fail to make satisfactory arrangements or who default on their financial arrangement are subject to registration holds, book voucher holds, suspension and/or dismissal.*

*Note: see exceptions for Veterans Entitled to Educational Assistance under Chapter 31 and Chapter 33 in the Tuition Payments section of this catalog.

The reinstatement process for students who have been dismissed for financial reasons required full payment of the delinquent portion of the tuition for readmission. Depending on the campus attended, official transcripts and diplomas may be withheld until the student has either paid the account in full or made satisfactory arrangements to repay.

COLLECTION EXPENSES

All expenses incurred by the University to collect delinquent tuition or fees from students are considered to be the responsibility of the student and will be added to the student's account.

RETURNED CHECKS

Checks that are returned for non-sufficient funds will be assessed a processing fee according to the terms of the student's Retail Installment Contract. If tuition payments by check are returned more than once for non-sufficient funds during the session of the enrollment agreement, all future payments must be made by credit card, debit card, cashier's check, or money order. Students who have checks returned to the University, for insufficient funds, closed account, or any other reason, must make arrangements to redeem them with credit card, debit card, cashier's check or money order as soon as possible. Students failing to make prompt arrangements may be subject to financial suspension and will be referred to an outside collection agency.

CANCELLATION POLICY

Student's Right to Cancel

All Campuses: Students have the right to cancel an enrollment agreement including any equipment such as books, materials, and supplies or any other goods related to the instruction offered in the agreement, if notice of cancellation is made within seven (7) calendar days (excluding holidays) of enrollment or by the seventh (7th) calendar day of the student's first term, whichever is later.

Cancellation shall occur when the student gives written notice of cancellation at the address of the university shown on top of the front page of the enrollment agreement. Students can also do this by

mail, hand delivery, or email. 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 agreement.

New students may be admitted during this period provided they attend at least one scheduled class during the Add/Drop period.

Students will not be admitted after the Add/Drop period without approval from the campus Executive Director and the applicable program Dean/Chair. Tuition adjustments will not be made after the first week of the term.

California Campuses only: If the student cancels the agreement, the university will refund 100 percent of the amount paid for institutional charges, with a deduction for equipment not returned in a timely manner in good condition, within 45 days after the student's notice of cancellation is received.

Florida Campus only: If the student cancels the agreement, the university will refund 100 percent of the amount paid for institutional charges, with a deduction for equipment not returned in a timely manner in good condition, within 30 days after the student's notice of cancellation is received.

Withdrawal from Program

Students have the right to withdraw from a program at any time. For the purposes of determining the amount owed for the time frame attended, the student shall be deemed to have withdrawn from the program when any of the following occurs:

1. The student notifies the university of withdrawal or the actual date of withdrawal; or
2. The University terminates the student's enrollment; or
3. The student fails to attend any classes for fourteen (14) consecutive calendar days without making prior arrangements with the University.

WITHDRAWAL AND REFUND POLICIES

Tuition Refund Policy

Students have the right to withdraw from a program of instruction at any time. For the purposes of determining the amount the student owes for the time attended, students in all programs shall be deemed to have withdrawn from the program when any of the following occurs:

- Notify the University of withdrawal or the actual date of withdrawal; or
- The University terminates the enrollment; or
- Student in an on-ground program fails to attend any classes for fourteen (14) consecutive scheduled class days excluding University holidays, as determined by the institution from its attendance records; or
- Student in an on-line program fails to participate in any course for fourteen (14) consecutive calendar days, excluding University holidays, as determined by the institution from its attendance records.
- Student is on an academic leave of absence*. Since the institutional leave of absence is not considered an official leave of absence for Title IV purposes, the withdrawal date for a student who takes an institutional leave of absence is the last date of attendance prior to the leave.

*PharmD students on an approved LOA during APPE periods will not be withdrawn.

Students are charged each payment period for the tuition, fees, books and supplies attributable to the courses scheduled for the payment period. Note that the payment period for all on-ground

undergraduate programs is the twenty-week semester; the payment period for Pharm D and all fully-online programs is the sixteen-week trimester; the payment period for all other on-ground, graduate programs is the fifteen-week trimester.

If the student withdraws from the program after the period allowed for cancellation on the enrollment agreement, the University will calculate whether a refund of tuition, fees, books, or supplies is due for the payment period from which the student withdrew. If so, the University will remit any required refund within 45 days following your withdrawal for California and Texas campuses, or 30 days following your withdrawal for the Florida campus. Supplies issued to students and books purchased through WCU with a book voucher are not refundable unless returned to the vendor within fourteen (14) calendar days of the first day of classes in unopened condition. For students receiving funds through the Federal Student Aid program, unearned funds will be returned to the lenders or grant programs in the order required under Federal Law. For non-federal student financial aid grant program funds, the institutional/state refund policy shall be a pro rata refund of moneys paid for institutional charges for students who have completed 60 percent or less of the payment period. The pro rata percentage is calculated by dividing the number of calendar days completed by the total number of calendar days in the payment period. For non-federal private (alternative) loan funds, funds remaining in excess of direct institutional costs after all other refund and R2T4 adjustments are complete will be returned to the lender or lenders who disbursed the loans.

Students who completed more than 60 percent of the payment period are liable for 100% of the tuition and fee charges for all courses scheduled for the payment period at the time of withdrawal, as well as books and supplies purchased through the University for the payment period. Any federal Title IV funds remaining after the refund and R2T4 calculations will be paid according to the most recent "Authorization to Retain Funds" form on file with the financial aid office at the time of withdrawal. If there is no written authorization on file at the time of withdrawal, any excess funds will be returned to the student (or parent, in the case of a federal Direct parent PLUS loan).

If you obtained equipment as specified in the agreement as a separate charge, and return it in good condition within fourteen (14) calendar days following the date of your cancellation or withdrawal, the University shall refund the charge for the equipment paid by you. If you purchased textbooks through the University's vendor and return the books to the vendor within fourteen (14) calendar days of the first day of classes in an unopened condition, you will be fully credited the cost of the books, less shipping fees. Books returned after the fourteen (14) calendar day period or returned in an opened or used condition will be credited back to your account as used books, pursuant to the book vendor's used book buy-back policy. If you fail to return the equipment in good condition, allowing for reasonable wear and tear, within the fourteen (14) calendar day period, the University may offset against the refund the documented cost to the University of that equipment. You shall be liable for the amount, if any by which the documented cost for equipment exceeds the prorated refund amount.

Determination of the Withdrawal Date

The student's withdrawal date is the last date of academic attendance as determined by the institution from its attendance records. Since the institutional leave of absence is not considered an official leave of absence for Title IV purposes, the withdrawal date for a student who takes an institutional leave of absence is the last date of attendance prior to the leave.

Refund for Dropped Courses

Students that drop a course(s) during the published Add/Drop period of a term, but remain enrolled in the University, will be refunded 100 percent of the amount paid for institutional charges relating to the course(s) dropped with a deduction for equipment not returned in new, unopened condition within fourteen (14) calendar days of dropping the associated course. Refunds due will be processed within 30 days of the schedule change at the Florida campus, and 45 days of the schedule change at

the California and Texas campuses. Tuition adjustments will not be made for courses dropped after the first week of the term.

Students that drop a course(s) beyond the Add/Drop period each term, but remain enrolled in the University, will only be charged for those courses attempted beyond the Add/Drop period.

Students dropping all courses that results in the withdrawal from the University or students that are academically dismissed, will be charged for all courses they attend through their last date of attendance; this includes the time attended during the Add/Drop period. Please refer to the Tuition Refund Policy below for details regarding these changes.

RETURN OF TITLE IV FUNDS POLICY (EFFECTIVE 7/1/21)

Return of Federal Title IV Financial Aid

A federal financial aid (Title IV) recipient who withdraws from the University is subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s). Federal Title IV financial aid programs subject to an R2T4 calculation at West Coast University include: Federal Pell Grants, Federal SEOG, Federal Iraq & Afghanistan Service Grants, Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans, and Federal PLUS Loans.

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student, or on behalf of the student in the case of a parent PLUS Loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. An R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the entire payment period and all funds awarded for that period have been disbursed. Note that the payment period for all on-ground undergraduate programs is the twenty-week semester; the payment period for Pharm D and all fully-online programs is the sixteen-week trimester; the payment period for all other on-ground, graduate programs is the fifteen-week trimester.

For all programs *except* Occupational Therapy and Physical Therapy, a student is not considered withdrawn from the payment period if they have successfully completed any of the following.

- One module or a combination of modules that include 49 percent or more of the number of days in the semester/trimester, excluding scheduled breaks of five or more consecutive days and all days between modules. Successful completion means earning a passing grade in a credit bearing course or courses that include 49 percent or more of the number of days in the semester/trimester.
- Coursework within the semester/trimester equal to or greater than the coursework required for half-time enrollment. Successful completion means earning a passing grade in a credit bearing course or courses that equal at least six credits for undergraduate programs or at least three credits for graduate programs.
- All requirements for graduation before completing the days in the semester/trimester scheduled to complete.

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of aid earned and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last documented date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS Loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Supplemental Educational Opportunity Grant (FSEOG)

The University does not include as a post-withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following:

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Disbursements of Federal Pell Grant and Iraq Afghanistan Service Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Department of Education.
- Federal Pell Grant and Iraq Afghanistan Service Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.

Inadvertent Overpayments

An inadvertent overpayment occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed. Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days for the California and Texas campuses, and 30 days for the Florida campus from the University's date of determination that the student withdrew. Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal. For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required. If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4

calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS Loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal.

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4.

Payment Periods

Generally, payment periods are defined as follows:

- On-ground, undergraduate programs: the payment period is the twenty-week semester
- On-line programs: the payment period is the 16 week trimester
- On-ground, graduate Occupational Therapy & Physical Therapy programs: the payment period is the 15 week trimester
- On-ground, graduate Pharmacy program: the payment period is the 16 week semester.
- Hybrid MPA (CGS), on-ground MPA (Texas) and online MSLP: the payment period is the 15 week trimester

Note: When the University disburses different types of aid using different payment periods, e.g., one payment period for disbursing grant funds and another payment period for disbursing DL, only one payment period is used in determining earned funds. The payment period ending later is used for the R2T4 calculation.

Percentage of Federal Financial Aid Earned

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student during the payment period. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdrawal date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Financial Aid Earned Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days in the payment period}}$$

Number of Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the start date of the payment period to the student's last date of attendance. Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
- Holidays
- Inclement weather
- Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days

Total Number of Calendar Days in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period. Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the start date of the payment period to the end date of the payment period:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures

Calculation Examples

The following examples illustrate the calculations outlined above. The figures provided are examples only; actual amounts may vary for each student/program.

BSN Example - illustrative purposes only.

Payment Period is 6/14/21 to 10/31/21. Last documented date of attendance was 7/28/21. Scheduled breaks of 5 days or more: none

Number of calendar days completed in the payment period = 45

Total number of calendar days in the payment period = 140

Percentage of the payment period completed = 32.1%

Online RN-MSN Example - illustrative purposes only.

Payment Period is 5/9/16 to 8/28/16. Last documented date of attendance was 5/17/16. Scheduled breaks of 5 days or more: 8/30/21 to 9/6/21

Number of scheduled hours completed in the payment period = 27

Total number of scheduled hours in the payment period = 112

Percentage of the payment period completed = 24.1%

MSOT Example - illustrative purposes only.

Payment Period is 5/10/21 to 8/22/21. Last documented date of attendance was 7/15/21. Scheduled breaks of 5 days or more: none

Number of calendar days completed in the payment period = 67

Total number of calendar days in the payment period = 105

Percentage of the payment period completed = 63.8%

Title IV Credit Balance and the Return Calculation

A Title IV credit balance created during the after the last date of attendance is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds

are otherwise required to be released. In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal. Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- in accordance with regulations to pay authorized charges at the University (including previously paid charges that are now unpaid due to a return of Title IV funds by the University)
- in accordance with instructions provided by the student (and parent for a PLUS loan) on the mostly recently submitted 'Authorization to Retain Funds Form' or other written instructions to reduce the student's loan debt (not limited to loan debt for the period of withdrawal). In the absence of a signed 'Authorization to Retain Funds Form' or other written instructions, the University pays the credit balance to the student (or parent for a PLUS loan).
- If the University is unable to locate the student (or parent) when attempting to pay a credit balance to the student (or parent), it returns the funds to federal financial aid programs.

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds that are "unearned" and therefore required to be returned to the funding source. When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period, multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition and required fees, as well as books and supplies purchased through the University for the payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition and fees, as well as books and supplies purchased through the University for each course in the payment period, and estimates remaining charges based on the students' program. If after the student withdraws, the University changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes do not impact the charges or aid earned in the calculation. The University returns federal financial aid funds to programs in the following order up to the net amount disbursed from each:

- Unsubsidized Federal Direct Unsubsidized Loan
- Subsidized Federal Direct Subsidized Loan
- Federal Direct PLUS Loan
- Federal Pell Grants
- Iraq & Afghanistan Service Grant (IASG)
- FSEOG

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned. The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. The University may round final repayment amounts for which the University and student are responsible to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn.

Deceased Student

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS Loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Department of Education. Under exceptional circumstances and on a case-by-case basis, the Department of Education may approve a discharge based upon other reliable documentation supporting the discharge request.

RETURN OF MILITARY EDUCATION BENEFITS

Return of Military Education Benefits

The University complies with all refund requirements established by the Department of Veterans Affairs and the Department of Defense for students who withdraw prior to completion of a term or payment period for which military education benefits have been received:

Veterans Benefits

School Certifying Officials will notify the Department of Veterans Affairs within 30 days of the change in enrollment status along with the corresponding change in tuition, fees, and Yellow Ribbon, and a characterization of either "non-punitive grades assigned" or "punitive grades assigned". The DVA will determine if a debt is owed either by the school or the student, based on the timing of the withdrawal. Generally, a debt belongs to the student if s/he begins a course. The school is responsible for the debt if the student reduced or withdrew from school on or before the first day of the term. The student and/or the school will be notified of the debt by the DVA.

Tuition Assistance for Active Duty Military

Tuition Assistance is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with Department of Defense policies, WCU will return any unearned TA funds on a prorated basis through at least the 60% portion of the period (term) for which the funds were provided. Funds are paid by term as invoiced by the campus.

- Ground Undergrad Programs - 10 week terms
- Online Programs - 8 week terms
- CGS OT & PT - 15 week terms TA funds are earned proportionally during the term (not semester/trimester), with unearned funds returned based upon when a student stops attending. These funds are returned to the military service branch according to the following schedule.

Note: References to a "week" below refer to 7 consecutive calendar days.

8 Week Term

- 100% of TA received will be returned if the student withdraws within the first week of any term.
- 75% of TA received will be returned if the student withdraws after the first week of class through the end of the second week of classes.
- 50% of TA received will be returned if the student withdraws after the second week of classes, but before the end of the fourth week of classes.
- 25% of TA received will be returned if the student withdraws after the fourth week of classes, but before the end of the fifth week of classes. (60% of course is completed)
- No TA received will be returned if the student withdraws after the fifth week of classes. 10 Week Term

10 Week Term

- 100% of TA received will be returned if the student withdraws within the first week of class.
- 75% of TA received will be returned if the student withdraws after the first week of class through the end of the third week of classes.
- 50% of TA received will be returned if the student withdraws after the third week of classes, but before the end of the fifth week of classes.
- 25% of TA received will be returned if the student withdraws after the fifth week of classes, but before the end of the sixth week of classes. (60% of course is completed)
- No TA received will be returned if the student withdraws after the sixth week of classes. 15 Week Term

15 Week Term

- 100% of TA received will be returned if the student withdraws within the first week of class.
- 75% of TA received will be returned if the student withdraws after the first week of class through the end of the fourth week of classes.
- 50% of TA received will be returned if the student withdraws after the fourth week of classes, but before the end of the eighth week of classes.
- 25% of TA received will be returned if the student withdraws after the eighth week of classes, but before the end of the ninth week of classes. (60% of course is completed)
- No TA received will be returned if the student withdraws after the ninth week of classes. Students requiring a military leave must submit their request in writing/email to the University's Registrar or Student Services Office, and include a copy of their military orders. Students requesting a military leave in the middle of an academic term will be removed and unregistered from the course(s). The University will perform the required calculations for the Return to Title IV, and the remaining charges for the term will be reversed from the students account. Upon return to the University, the student will resume their academic program and will not be required to retake any previously passed courses.

Students who do not submit a request in writing/email and are absent more than 14 consecutive calendar days will be withdrawn from the University.

While deployed, students may be eligible for a military deferment on their federal student loans. However, the deferment is not automatic and a student must apply by contacting their lender(s).

FEDERAL REFUND REQUIREMENTS VS. STATE REFUND REQUIREMENTS

In addition to the Return of Title IV requirements for federal financial aid recipients, the institution is required by the State to calculate a prorated refund for all students who have completed less than 60% of their period of attendance, regardless of whether or not the student received Title IV funds. However, the federal formula for Return of Title IV funds may result in a larger refund than the State refund policy. In that case, the institution and/or the student must return the sum resulting in the larger of the two calculations to the appropriate Title IV program. Therefore, the student may, after Title IV funds are returned, owe a balance to the institution.

Additionally, a student in a program offered in modules may be considered withdrawn from a program for institutional (state) refund purposes, but not subject to the Return of Title IV requirements for financial aid recipients. Therefore, the institution may process a prorated refund of institutional charges while retaining 100% of eligible federal financial aid funds.

TUITION AND FEES

California Undergraduate Programs

Bachelor of Science in Dental Hygiene

Degree Type	Bachelor of Science
Total Program Credits	124
Program Length (<i>full time</i>)	7 semesters
Full-Time Status	\$18,158
<i>(12 to 18 credits)</i>	
3/4-Time Status (<i>9 to 11 credits</i>)	\$15,167
1/2-Time Status (<i>6 to 8 credits</i>)	\$11,783
Less than 1/2-Time Status(<i>per credit if under 6 credits</i>)	\$1,995
Total Tuition Costs (<i>Full-Time</i>)	\$127,106
Registration Fee (<i>refundable</i>)	\$75
STRF Fee ¹ (<i>non-refundable</i>)	\$355
Estimated Total Book Costs ²	\$6,359
Estimated Total Book Shipping Cost ²	\$636
Estimate for Uniform Fees ²	\$250
Estimate for Supplies & Licensure Prep. Fees ²	\$5,700
Technology Fee ³ (<i>\$100 per semester</i>)	\$700
General Education Resource Fee ⁴	\$775

Estimated Total Program Costs

\$141,956

¹Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

²The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.

Dental Hygiene supplies are issued in DHYG 302 - Introduction to Dental Hygiene Practice with Lab.

³Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁴The General Education Resource Fee includes costs associated with FYS 001 (p. 464) First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veteran Affairs employees.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Students in the Dental Hygiene program should refer to the Grading Requirements and Reentry Following Dismissal Policy for their program for course audits.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost (\$127,106) divided by the Total Program Credits (124) = Cost per Credit Hour (\$1025).

LVN to Bachelor of Science in Nursing

Degree Type	Bachelor of Science
Total Program Credits	120 ¹
Program Length (Full-Time)	7 semesters
Full-Time Status (12 to 18 credits)	\$17,371
3/4-Time Status(9 to 11 credits)	\$14,480
1/2-Time Status (6 to 8 credits)	\$11,241
Less than 1/2-Time Status ¹ (under 6 credits) (per credit)	\$1,928
Total Tuition Costs (Full-Time)	\$121,597
Registration Fee (refundable)	\$75
STRF Fee ² (non-refundable)	\$325
Estimated Total Book Costs ³	\$4,524
Estimated Total Book Shipping Cost ³	\$453

Estimate for Uniforms Fees ³	\$130
Estimate for Supplies & Licensure Preparation Fees ³	\$1,945
Technology Fee ³ (\$100 per semester)	\$700
General Education Resource Fee ⁴	\$775
Estimated Total Program Costs	\$130,524

¹Includes 9 transfer credits for LVN license.

²Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

³ *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

LVN to BSN | Supplies issued in NURS 210L RN Skills Laboratory.

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *The General Education Resource Fee includes costs associated with FYS 001, First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.¹ Students enrolled less than 1/2-Time are billed by the credit hour.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost (\$121,597) divided by the Total Program Credits (120) = Cost per Credit Hour (\$1,013.31).

Bachelor of Science in Nursing

Degree Type	Bachelor of Science
Total Program Credits	120
Program Length (Full-Time)	8 semesters
Full-Time Status (12 to 18 credits)	\$17,371
3/4-Time Status (9 to 11 credits)	\$14,480

1/2-Time Status (<i>6 to 8 credits</i>)	\$11,241
Less than 1/2-Time Status (<i>under 6 credits</i>) (<i>per credit</i>)	\$1,928
Total Tuition Costs (<i>Full-Time</i>)	\$138,968
Registration Fee (<i>refundable</i>)	\$75
STRF Fee ¹ (<i>non-refundable</i>)	\$370
Estimated Total Book Costs ²	\$4,718
Estimated Total Book Shipping Cost ²	\$472
Estimate for Uniforms Fees ²	\$130
Estimate for Supplies & Licensure Preparation Fees ²	\$1,945
Technology Fee ³ (<i>\$100 per semester</i>)	\$800
General Education Resource Fee ⁴	\$775
Estimated Total Program Costs	\$148,253

¹ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

- 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
- 2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*

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

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

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

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

² *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

BSN | Supplies issued in NURS 101L Fundamentals of Nursing Skills Lab.

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *The General Education Resource Fee includes costs associated with FYS 001, First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veteran Affairs employees.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost (\$138,968) divided by the Total Program Credits (120) = Cost per Credit Hour (\$1,158.07).

California Graduate Programs

Master of Science in Occupational Therapy

Degree Type	Master of Science
Total Program Credits	96
Program Length (<i>Full-time</i>)	6 trimesters
Tuition Cost (<i>per credit</i>)	\$919
Total Tuition Cost	\$88,224
Application Fee (<i>non-refundable</i>)	\$75
STRF Fee ¹ (<i>non-refundable</i>)	\$230
Estimated Total Book Costs ³	\$2,826
Estimated Total Book Shipping Cost ²	\$283
Estimate for Uniforms Fees ²	\$130
Estimate for Supplies & Licensure Preparation Fees ²	\$70
Technology Fee ³ (<i>\$100 per trimester</i>)	\$600
Estimated Total Program Costs	\$92,438

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

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

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

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

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

² *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

Fees do not include indirect costs, which may include but are not limited to background checks, health screenings/requirements for clinical, out of state fieldwork placements, and/or transportation.

Refer to the Program Fee Schedule for a breakdown of expected indirect costs.

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

Master of Physician Assistant (MPA) - CA

Degree Type

Master of Physician Assistant

Total Program Credits	108
Program Length (<i>Full-time</i>)	6 trimesters
Tuition Cost (<i>per credit</i>)	\$1,019
Total Tuition Cost	\$110,052
Program Fee (<i>\$750 per trimester</i>)	\$4,500
Technology Fee (<i>\$300 per trimester</i>) ¹	\$1,800
Estimate for Materials & Supplies ²	\$1,075
Estimate for Uniform Fees ²	\$320
STRF Fee ³ (<i>non-refundable; CA residents only</i>)	\$295
Application Fee (<i>non-refundable</i>)	\$75
Total Program Costs (<i>non-CA residents</i>)	\$117,822
Total Program Costs (<i>CA residents</i>)	\$118,117

¹ *Technology Fee includes eBooks and online course materials, 24/7 technical support, Office 365, learning management system, mobile app, and portal access.*

² *Program covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to the PA clinical relations.*

³ *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.*

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

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

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

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

- 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
- 2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*

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

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

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

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

NOTE: Applicants that are conditionally accepted to the Master of Physician Assistant program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

Occupational Therapy Doctorate

Degree Type	Doctorate
Total Program Credits	120
Program Length(Full-time)	8 trimesters
Tuition Cost(per credit)	\$919
Total Tuition Cost	\$110,280
Application Fee (<i>non-refundable</i>)	\$75
STRF Fee ¹ (<i>non-refundable</i>)	\$287.50
Estimated Total Book Costs ³	\$3,079
Estimated Total Book Shipping Cost ²	\$308

Estimate for Uniforms Fees ²	\$0
Estimate for Supplies & Licensure Preparation Fees ²	\$70
Technology Fee ³ (\$100 per trimester)	\$800
Estimated Total Program Costs	\$114,899.50

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

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

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

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

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

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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.

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Fees do not include indirect costs, which may include but are not limited to background checks, health screenings/requirements for clinical, out of state fieldwork placements, and/or transportation.

Refer to the Program Fee Schedule for a breakdown of expected indirect costs.

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these course(s) will be included for the student's schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

Doctor of Pharmacy - Accelerated Hybrid PharmD*

Degree Type	Doctorate
Total Program Credits	144
Program Length (Full-time)	8 trimesters
Tuition Cost (per credit)	\$1,321
Total Tuition Cost	\$190,224
Application Fee (<i>non-refundable</i>)	\$75
STRF Fee ¹ (<i>non-refundable</i>)	\$495
Estimated Total Book Costs ²	\$3,091
Estimated Total Book Shipping Cost ²	\$310
Estimate for Uniforms Fees ²	\$0
Estimate for Materials/Supplies (\$281.25 per trimester) ²	\$2,250
Technology Fee ³ (<i>\$200 per trimester</i>)	\$1,600
Estimated Total Program Costs	\$198,045

**Accelerated Hybrid is pending ACPE Approval. Students starting in Fall of 2023 (08/14/2023) and later will be enrolled in the Accelerated Hybrid program only.*

NOTE: Applicants that are conditionally accepted to the Doctor of Pharmacy program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University

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

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

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

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

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Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. credits for these course(s) will be included for the student's schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

Doctor of Pharmacy - Onground*

Degree Type	Doctorate
Total Program Credits	144
Program Length (Full-time)	9 trimesters
Tuition Cost (per credit)	\$1,321
Total Tuition Cost	\$190,224
Application Fee (<i>non-refundable</i>)	\$75
STRF Fee ¹ (<i>non-refundable</i>)	\$492.50
Estimated Total Book Costs ³	\$3,091
Estimated Total Book Shipping Cost ²	\$310
Estimate for Uniforms Fees ²	\$0
Estimate for Supplies & Licensure Preparation Fees ²	\$2,250
Technology Fee ³ (<i>\$100 per trimester</i>)	\$900
Estimated Total Program Costs	\$197,342.50

NOTE: Applicants that are conditionally accepted to the Doctor of Pharmacy program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh

calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University

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

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

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

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

² *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. credits for these course(s) will be included for the student's schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

Doctor of Physical Therapy

Degree Type	Doctorate
Total Program Credits	133
Program Length (Full-time)	9 trimesters
Tuition Cost (per credit)	\$882
Total Tuition Cost	\$117,306
Application Fee (<i>non-refundable</i>)	\$75
STRF Fee ¹ (<i>non-refundable</i>)	\$307.50
Estimated Total Book Costs ³	\$4,007
Estimated Total Book Shipping Cost ²	\$401
Estimate for Uniforms Fees ²	\$300
Estimate for Supplies & Licensure Preparation Fees ²	\$0
Technology Fee ³ (<i>\$100 per trimester</i>)	\$900
Estimated Total Program Costs	\$123,296.50

¹ *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.*

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

your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

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

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

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

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

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

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

² *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these course(s) will be included for the student's schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

Florida Undergraduate Programs

Bachelor of Science in Nursing

WORKING PROFESSIONALS*

Degree Type	Bachelor of Science
Total Program Credits	120
Program Length (Full-Time)	11 semesters
General Education Courses (<i>per credit x 46 credits</i>)	\$599
Core Courses (<i>per credit x. 74 credits</i>) (<i>nursing & non-nursing¹</i>)	\$799
Total Tuition Costs	\$86,680
Registration Fee (<i>refundable</i>)	\$75
Estimated Total Book Costs ²	\$4,674
Estimated Total Book Shipping Cost ²	\$468
Estimate for Uniforms Fee ²	\$130
Estimate for Supplies & Licensure Preparation Fees ²	\$1,945
Technology Fee ³ (<i>\$100 per semester</i>)	\$1,100
General Education Resource Fee ⁴	\$775
Estimated Total Program Costs	\$95,847

* Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Non-nursing core includes PATH 370 and PHIL 434

² The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *The General Education Resource Fee includes costs associated with FYS 001, First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.¹ Students enrolled less than 1/2-Time are billed by the credit hour.

Associate Degree in Nursing

Degree Type	Associate Degree
Total Program Credits	67
Program Length(Full-Time)	4 semesters
General Education Courses <i>(per credit x 27 credits)</i>	\$599
Core Courses <i>(per credit x. 40 credits) (nursing)</i>	\$799
Total Tuition Costs	\$48,133
Registration Fee <i>(refundable)</i>	\$75
Estimated Total Book Costs ¹	\$2,838
Estimated Total Book Shipping Cost ¹	\$284
Estimate for Uniforms Fee ¹	\$130
Estimate for Supplies & Licensure Preparation Fees ¹	\$1,945
Technology Fee ² <i>(\$100 per semester)</i>	\$400
General Education Resource Fee ³	\$775
Estimated Total Program Costs	\$54,580

¹ *The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.*

² *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

³ *The General Education Resource Fee includes costs associated with FYS 001, First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active*

Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Bachelor of Science in Nursing

ACCELERATED*

Degree Type	Bachelor of Science
Total Program Credits	120
Program Length (Full-Time)	8 semesters
General Education Courses <i>(per credit x 46 credits)</i>	\$599
Core Courses <i>(per credit x. 74 credits) (nursing & non-nursing¹)</i>	\$799
Total Tuition Costs	\$86,680
Registration Fee <i>(refundable)</i>	\$75
Estimated Total Book Costs ²	\$4,674
Estimated Total Book Shipping Cost ²	\$468
Estimate for Uniforms Fee ²	\$130
Estimate for Supplies & Licensure Preparation Fees ²	\$1,945
Technology Fee ³ <i>(\$100 per semester)</i>	\$800
General Education Resource Fee ⁴	\$775
Estimated Total Program Costs	\$95,547

** Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

¹ Non-nursing core includes PATH 370 and PHIL 434.

² *The Estimated Book, Uniform, and Supply costs reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.*

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *The General Education Resource Fee includes costs associated with FYS 001, First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.¹

Bachelor of Science in Nursing

EVENING AND WEEKEND*

Degree Type	Bachelor of Science
Total Program Credits	120
Program Length (Full-Time)	9 semesters
General Education Courses <i>(per credit x 46 credits)</i>	\$599
Core Courses <i>(per credit x. 74 credits) (nursing & non-nursing¹)</i>	\$799
Total Tuition Costs	\$86,680
Registration Fee <i>(refundable)</i>	\$75
Estimated Total Book Costs ²	\$4,674
Estimated Total Book Shipping Cost ²	\$468
Estimate for Uniforms Fee ²	\$130
Estimate for Supplies & Licensure Preparation Fees ²	\$1,945
Technology Fee ³ <i>(\$100 per semester)</i>	\$900
General Education Resource Fee ⁴	\$775
Estimated Total Program Costs	\$95,647

** Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select*

Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ *Non-nursing core includes PATH 370 and PHIL 434.*

² *The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.*

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *The General Education Resource Fee includes costs associated with FYS 001, First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.¹

LPN to Bachelor of Science in Nursing

ACCELERATED*

Degree Type	Bachelor of Science
Total Program Credits	120 ¹
Program Length(Full-Time)	7 semesters
General Education Courses(<i>per credit x 46 credits</i>)	\$599
Core Courses(<i>per credit x. 65 credits</i>) (<i>nursing & non-nursing²</i>)	\$799
Total Tuition Costs	\$79,489
Registration Fee(<i>refundable</i>)	\$75
Estimated Total Book Costs ³	\$4,479
Estimated Total Book Shipping Cost ³	\$448
Estimate for Uniforms Fee ³	\$130
Estimate for Supplies &Licensure Preparation Fees ³	\$1,945
Technology Fee ⁴ (<i>\$100 per semester</i>)	\$700
General Education Resource Fee ⁵	\$775

Estimated Total Program Costs	\$88,041
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* Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 9 transfer credits for LPN license.

² Non-nursing core includes PATH 370 and PHIL 434

³ The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.

⁴ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁵ The General Education Resource Fee includes costs associated with FYS 001, First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.¹

LPN to Bachelor of Science in Nursing

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science
Total Program Credits	120 ¹
Program Length (Full-Time)	10 semesters
General Education Courses (<i>per credit x 46 credits</i>)	\$599
Core Courses (<i>per credit x. 65 credits</i>) (<i>nursing & non-nursing²</i>)	\$799
Total Tuition Costs	\$79,489
Registration Fee (<i>refundable</i>)	\$75
Estimated Total Book Costs ³	\$4,479
Estimated Total Book Shipping Cost ³	\$448
Estimate for Uniforms Fee ³	\$130

Estimate for Supplies & Licensure Preparation Fees ³	\$1,945
Technology Fee ⁴ (\$100 per semester)	\$1,000
General Education Resource Fee ⁵	\$775
Estimated Total Program Costs	\$88,341

* Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 9 transfer credits for LPN license.

² Non-nursing core includes PATH 370 and PHIL 434.

³ The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.

⁴ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁵ The General Education Resource Fee includes costs associated with FYS 001, First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.¹

LPN to Bachelor of Science in Nursing

EVENING AND WEEKEND*

Degree Type	Bachelor of Science
Total Program Credits	120 ¹
Program Length (Full-Time)	8 semesters
General Education Courses (per credit x 46 credits)	\$599
Core Courses (per credit x. 65 credits) (nursing & non-nursing ²)	\$799
Total Tuition Costs	\$79,489
Registration Fee (refundable)	\$75

Estimated Total Book Costs ³	\$4,479
Estimated Total Book Shipping Cost ³	\$448
Estimate for Uniforms Fee ³	\$130
Estimate for Supplies & Licensure Preparation Fees ³	\$1,945
Technology Fee ⁴ (\$100 per semester)	\$800
General Education Resource Fee ⁵	\$775
Estimated Total Program Costs	\$88,141

* Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 9 transfer credits for LPN license.

² Non-nursing core includes PATH 370 and PHIL 434.

³ The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.

⁴ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁵ The General Education Resource Fee includes costs associated with FYS 001, First Year Seminar and ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.¹

Texas Undergraduate Programs

Bachelor of Science in Nursing

EVENING AND WEEKEND*

Degree Type	Bachelor of Science
Total Program Credits	120

Program Length	9 semesters
Full-Time Status (12 to 18 credits)	\$11,941
3/4-Time Status (9 to 11 credits)	\$9,928
1/2-Time Status (6 to 8 credits)	\$7,762
Less than 1/2-Time Status (under 6 credits) (per credit)	\$1,425
Total Tuition Cost (Full-Time)	\$103,443
Registration Fee (refundable)	\$75
Estimated Total Book Costs ²	\$4,790
Estimated Total Book Shipping Cost ²	\$479
Estimate for Uniforms Fee ²	\$130
Estimate for Supplies & Licensure Preparation Fees ²	\$1,945
Technology Fee ³ (\$100 per semester)	\$900
General Education Resource Fee ⁴	\$275
Estimated Total Program Costs	\$112,037

¹ The Evening & Weekend Schedule results in 7 semesters at full time, and 2 semesters at 3/4 time.

² The Estimated Book, Uniform and Supply fees reflect the Manufacturers Suggested Retail Price totals compiled in January 2022 and are subject to change.

³ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁴ The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost (\$103,443) divided by the Total Program Credits (120) = Cost per Credit Hour (\$862).

Bachelor of Science in Nursing

Degree Type	Bachelor of Science
Total Program Credits	120
Program Length	8 semesters
Full-Time Status <i>(12 to 18 credits)</i>	\$12,930
3/4-Time Status <i>(9 to 11 credits)</i>	\$10,750
1/2-Time Status <i>(6 to 8 credits)</i>	\$8,405
Less than 1/2-Time Status <i>(under 6 credits) (per credit)</i>	\$1,425
Total Tuition Cost <i>(Full-Time)</i>	\$103,440
Registration Fee <i>(refundable)</i>	\$75
Estimated Total Book Costs ¹	\$4,790
Estimated Total Book Shipping Cost ¹	\$479
Estimate for Uniforms Fee ¹	\$130
Estimate for Supplies & Licensure Preparation Fees ¹	\$1,945
Technology Fee ² <i>(\$100 per semester)</i>	\$800
General Education Resource Fee ³	\$275
Estimated Total Program Costs	\$111,934

¹ *The Estimated Book, Uniform and Supply fees reflect the Manufacturers Suggested Retail Price totals compiled in January 2022 and are subject to change.*

² *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and require electronic course materials/software.*

³ *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost (\$103,440) divided by the Total Program Credits (120) = Cost per Credit Hour (\$862).

LVN to Bachelor of Science in Nursing

Degree Type	Bachelor of Science
Total Program Credits	120 ¹
Program Length	7 semesters
Full-Time Status (12 to 18 credits)	\$12,930
3/4-Time Status (9 to 11 credits)	\$10,750
1/2-Time Status (6 to 8 credits)	\$8,405
Less than 1/2-Time Status (under 6 credits) (per credit)	\$1,425
Total Tuition Cost (Full-Time)	\$90,510
Registration Fee (refundable)	\$75
Estimated Total Book Costs ²	\$4,596
Estimated Total Book Shipping Cost ²	\$460
Estimate for Uniforms Fee ²	\$130
Estimate for Supplies & Licensure Preparation Fees ²	\$1,945
Technology Fee ² (\$100 per semester)	\$700
General Education Resource Fee ⁴	\$275
Estimated Total Program Costs	\$98,691

¹ Includes 9 transfer credits for LVN license.

² The Estimated Book, Uniform and Supply fees reflect the Manufacturers Suggested Retail Price totals compiled in January 2022 and are subject to change.

³ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁴ The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost (\$90,510) divided by the Total Program Credits (120) = Cost per Credit Hour (\$754).

LVN to Bachelor of Science in Nursing

EVENING AND WEEKEND*

Degree Type	Bachelor of Science
Total Program Credits	120 ¹
Program Length	8 semesters
Full-Time Status (12 to 18 credits)	\$11,941
3/4-Time Status (9 to 11 credits)	\$9,928
1/2-Time Status (6 to 8 credits)	\$7,762
Less than 1/2-Time Status (under 6 credits) (per credit)	\$1,425
Total Tuition Cost (Full-Time)	\$91,502 ²
Registration Fee (refundable)	\$75
Estimated Total Book Costs ³	\$4,596
Estimated Total Book Shipping Cost ³	\$460
Estimate for Uniforms Fee ³	\$130
Estimate for Supplies & Licensure Preparation Fees ³	\$1,945
Technology Fee ⁴ (\$100 per semester)	\$800
General Education Resource Fee ⁵	\$275
Estimated Total Program Costs	\$99,783

¹ Includes 9 transfer credits for LVN license.

² The Evening & Weekend Schedule results in 6 semesters at full time, and 2 semesters at 3/4 time.

³ The Estimated Book, Uniform and Supply fees reflect the Manufacturers Suggested Retail Price totals compiled in January 2022 and are subject to change.

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost (\$90,502) divided by the Total Program Credits (120) = Cost per Credit Hour (\$754).

Texas Graduate Programs

Master of Science in Occupational Therapy

Degree Type	Master of Science
Total Program Credits	90
Program Length (<i>Full-time</i>)	6 trimesters
Tuition Cost (<i>per credit</i>)	\$981
Total Tuition Cost	\$88,290
Application Fee (<i>non-refundable</i>)	\$75
Estimated Total Book Costs ¹	\$2,407
Estimated Total Book Shipping Cost ¹	\$241
Estimate for Uniforms ¹	\$150
Estimated for Materials/Supplies ¹	\$100
Technology Fee ² (<i>\$200 per trimester</i>)	\$1,200
Estimated Total Program Costs	\$92,463

Note: Applicants that are conditionally accepted to the Master of Science in Occupational Therapy program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

¹ *Program supplied include WCU identification card and uniforms.*

² *Technology Fee includes eBooks and online course materials, 24/7 technical support, Office 365, learning management system, mobile app, and portal access.*

Master of Physician Assistant

Degree Type	Master of Physician Assistant
Total Program Credits	117
Program Length (<i>Full-time</i>)	6 trimesters
Tuition Cost (<i>per credit</i>)	\$658
Total Tuition Cost	\$76,986
Application Fee (<i>non-refundable</i>)	\$75
Estimated Total Book Costs ¹	\$2,679
Estimated Total Book Shipping Cost ¹	\$268
Uniform Fee ¹	\$200
Estimated for Materials/Supplies ¹	\$618.75
Program Fee ² (<i>\$1,500 per trimester</i>)	\$9,000
Technology Fee (<i>\$100 per trimester</i>) ³	\$600
Estimated Total Program Costs	\$90,426.75

¹ *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

² *Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to the PA clinical rotations.*

³ *Technology Fee includes eBooks and online course materials, 24/7 technical support, Office 365, learning management system, mobile app, and portal access.*

NOTE: Applicants that are conditionally accepted to the Master of Physician Assistant program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

Distance Education Undergraduate Programs

Bachelor of Science in Business Administration

ACCELERATED*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length (<i>full time</i>)	10 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses (<i>per credit x 69 credits</i>)	\$460	\$391	\$250
Core Courses (<i>per credit x 51 credits</i>)	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$150	\$130	\$87.50
Technology Fee ⁴	\$5,000	\$5,000	\$5,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$60,250	\$51,970	\$35,050
Estimated Total Program Costs (California)	\$60,400	\$52,100	\$35,137.50

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length (<i>full time</i>)	20 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses (<i>per credit x 69 credits</i>)	\$460	\$391	\$250

Core Courses (<i>per credit x 51 credits</i>)	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$162.50	\$142.50	\$100.00
Technology Fee ⁴	\$10,000	\$10,000	\$10,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$65,250	\$56,970	\$40,050
Estimated Total Program Costs (California)	\$65,412.50	\$57,112.50	\$40,150

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term

¹ Rate provided to Veterans, Veteran Spouse, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Department of Defense employees.

³ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Program supplies include WCU identification card and background check.*

Bachelor of Science in Business Administration - Health Administration and Leadership Track

ACCELERATED*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length (<i>full time</i>)	10 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses (<i>per credit x 69 credits</i>)	\$460	\$391	\$250
Core Courses (<i>per credit x 51 credits</i>)	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$150	\$130	\$87.50
Technology Fee ⁴	\$5,000	\$5,000	\$5,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50

Estimated Total Program Costs (Texas)	\$60,250	\$51,970	\$35,050
Estimated Total Program Costs (California)	\$60,400	\$52,100	\$35,137.50

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length (<i>full time</i>)	20 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses (<i>per credit x 69 credits</i>)	\$460	\$391	\$250
Core Courses (<i>per credit x 51 credits</i>)	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$162.50	\$142.50	\$100
Technology Fee ⁴	\$10,000	\$10,000	\$10,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$65,250	\$56,970	\$40,050
Estimated Total Program Costs (California)	\$65,412.50	\$52,112.50	\$40,150

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term

¹ Rate provided to Veterans, Veteran Spouse, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Department of Defense employees.

³ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

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

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

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

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

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

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Program supplies include WCU identification card and background check.*

Bachelor of Science in Health Administration

ACCELERATED*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length <i>(full time)</i>	10 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses <i>(per credit x 78 credits)</i>	\$460	\$391	\$250
Core Courses <i>(per credit x 42 credits)</i>	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$150	\$130	\$87.50
Technology Fee ⁴	\$5,000	\$5,000	\$5,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$60,250	\$51,970	\$35,050
Estimated Total Program Costs (California)	\$60,400	\$52,100	\$35,137.50

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length <i>(full time)</i>	20 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses <i>(per credit x 78 credits)</i>	\$460	\$391	\$250
Core Courses <i>(per credit x 42 credits)</i>	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000

STRF ³	\$162.50	\$142.50	\$100
Technology Fee ⁴	\$10,000	\$10,000	\$10,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$65,250	\$56,970	\$40,050
Estimated Total Program Costs (California)	\$65,412.50	\$57,112.50	\$40,150

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Veterans, Veteran Spouse, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Department of Defense employees.

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2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Program supplies include WCU identification card and background check.*

Bachelor of Science in Health Administration - Finance Track

ACCELERATED*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length (<i>full time</i>)	10 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses (<i>per credit x 78 credits</i>)	\$460	\$391	\$250
Core Courses (<i>per credit x 42 credits</i>)	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$150	\$130	\$87.50
Technology Fee ⁴	\$5,000	\$5,000	\$5,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$60,250	\$51,970	\$35,050

Estimated Total Program Costs (California)	\$60,400	\$52,100	\$35,137.50
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WORKING PROFESSIONAL*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length (<i>full time</i>)	20 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses (<i>per credit x 78 credits</i>)	\$460	\$391	\$250
Core Courses (<i>per credit x 42 credits</i>)	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$162.50	\$142.50	\$100
Technology Fee ⁴	\$10,000	\$10,000	\$10,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$65,250	\$56,970	\$40,050
Estimated Total Program Costs (California)	\$65,412.50	\$57,112.50	\$40,150

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Veterans, Veteran Spouse, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Department of Defense employees.

³ Effective April 1 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

⁴ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁵ Program supplies include WCU identification card and background check.

Bachelor of Science in Health Administration - Strategic Management Track

ACCELERATED*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length (<i>full time</i>)	10 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses (<i>per credit x 78 credits</i>)	\$460	\$391	\$250
Core Courses (<i>per credit x 42 credits</i>)	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$150	\$130	\$87.50
Technology Fee ⁴	\$5,000	\$5,000	\$5,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$60,250	\$51,970	\$35,050
Estimated Total Program Costs (California)	\$60,400	\$52,100	\$35,137.50

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length (<i>full time</i>)	20 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses (<i>per credit x 78 credits</i>)	\$460	\$391	\$250
Core Courses (<i>per credit x 42 credits</i>)	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000

STRF ³	\$162.50	\$142.50	\$100
Technology Fee ⁴	\$10,000	\$10,000	\$10,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$65,250	\$56,970	\$40,050
Estimated Total Program Costs (California)	\$65,412.50	\$57,112.50	\$40,150

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Veterans, Veteran Spouse, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Department of Defense employees.

³ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Program supplies include WCU identification card and background check.*

Bachelor of Science in Public Health

ACCELERATED*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length <i>(full time)</i>	10 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses <i>(per credit x 69 credits)</i>	\$460	\$391	\$250
Core Courses <i>(per credit x 51 credits)</i>	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$150	\$130	\$87.50
Technology Fee ⁴	\$5,000	\$5,000	\$5,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$60,250	\$51,970	\$35,050

Estimated Total Program Costs (California)	\$60,400	\$52,100	\$35,137.50
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WORKING PROFESSIONAL*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length (<i>full time</i>)	20 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses (<i>per credit x 69 credits</i>)	\$460	\$391	\$250
Core Courses (<i>per credit x 51 credits</i>)	\$460	\$391	\$250
Total Tuition Cost	\$55,200	\$46,920	\$30,000
STRF ³	\$162.50	\$142.50	\$100
Technology Fee ⁴	\$10,000	\$10,000	\$10,000
Estimate for Program Supply Fees ⁵	\$50	\$50	\$50
Estimated Total Program Costs (Texas)	\$65,250	\$56,970	\$40,050
Estimated Total Program Costs (California)	\$65,412.50	\$57,112.50	\$40,150

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Veterans, Veteran Spouse, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Department of Defense employees.

³ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

⁴*Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵*Program supplies include WCU identification card and background check.*

RN to Bachelor of Science in Nursing

ACCELERATED*

Degree Type	Bachelor of Science		
Total Program Credits	120 ¹		
Program Length (<i>full time</i>)	3 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses	\$525	\$446	\$250 ⁴
Core Courses	\$525	\$446	\$250
Total Tuition Cost	\$18,900	\$16,056	\$9,000
STRF ⁵	\$52.50	\$45.00	\$27.50
Technology Fee ⁶	\$1,500	\$1,500	\$1,500
Estimated for Program Supply Fees ⁷	\$170	\$170	\$170
Estimated Total Program Costs (Texas)	\$20,570	\$17,726	\$10,670
Estimated Total Program Costs	\$20,622.50	\$17,771	\$10,697.50

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science		
Total Program Credits	120 ¹		
Program Length (<i>full time</i>)	6 trimesters		
	Non-Military Rate	Veteran Rate¹	Active Duty Rate²
General Education Courses	\$525	\$446	\$250 ⁴
Core Courses	\$525	\$446	\$250
Total Tuition Cost	\$18,900	\$16,056	\$9,000
STRF ⁵	\$55	\$47.50	\$30
Technology Fee ⁶	\$3,000	\$3,000	\$3,000

Estimated for Program Supply Fees ⁷	\$170	\$170	\$170
Estimated Total Program Costs (Texas)	\$22,070	\$19,226	\$12,170
Estimated Total Program Costs (California)	\$22,125	\$19,273.50	\$12,200

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 42 credits for unobstructed RN License, and assumes 42 transfer credits for non-nursing courses, and the remaining 36 credits are required to be taken at WCU.

² Rate provided to Veterans, Veteran Spouse, dependents utilizing VA Benefits, and Veterans Affairs employees.

³ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Department of Defense employees.

⁴ Students that do not receive the 42 transfer credits for non-nursing courses will need to schedule the courses at WCU. The cost of these General Education courses is not included in the Estimated Total Program Costs.

⁵ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

⁶ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁷ *Program supplies include WCU identification card and background check.*

Distance Education Graduate Programs

Doctor of Nursing Practice

Degree Type	Doctorate	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$895	\$760
Total Tuition Cost	\$32,220	\$27,360
STRF ²	\$87.50	\$77.50
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$170	\$170
Estimated Total Program Costs (Texas)	\$35,390	\$30,530
Estimated Total Program Costs (California)	\$35,477.50	\$30,607.50

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Master of Business Administration

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	3 trimesters	
	Non-Military Rate	Military Rate¹
Core Courses (<i>per credit x 36 credits</i>)	\$775	\$659
Total Tuition Cost	\$27,900	\$23,724
STRF ²	\$72.50	\$62.50
Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$29,450	\$25,274
Estimated Total Program Costs (California)	\$29,522.50	\$25,336.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Core Courses (<i>per credit x 36 credits</i>)	\$775	\$659
Total Tuition Cost	\$27,900	\$23,724
STRF ²	\$77.50	\$67.50

Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$30,950	\$26,774
Estimated Total Program Costs (California)	\$31,027.50	\$26,841.50

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Master of Business Administration - Health Administration and Leadership Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	3 trimesters	
	Non-Military Rate	Military Rate¹
Core Courses (<i>per credit x 36 credits</i>)	\$775	\$659
Total Tuition Cost	\$27,900	\$23,724
STRF ²	\$72.50	\$62.50
Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$29,450	\$25,274
Estimated Total Program Costs (California)	29,522.50	\$25,336.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Core Courses (<i>per credit x 36 credits</i>)	\$775	\$659
Total Tuition Cost	\$27,900	\$23,724
STRF ²	\$77.50	\$67.50
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$30,950	\$26,774
Estimated Total Program Costs (California)	\$31,027.50	\$26,841.50

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Master of Business Administration - Project Management Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	3 trimesters	
	Non-Military Rate	Military Rate¹
Core Courses (<i>per credit x 36 credits</i>)	\$775	\$659
Total Tuition Cost	\$27,900	\$23,724
STRF ²	\$72.50	\$62.50

Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$29,450	\$25,274
Estimated Total Program Costs (California)	\$29,522.50	\$25,336.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Core Courses (<i>per credit x 36 credits</i>)	\$775	\$659
Total Tuition Cost	\$27,900	\$23,724
STRF ²	\$77.50	\$67.50
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$30,950	\$26,774
Estimated Total Program Costs (California)	\$31,027.50	\$26,841.50

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Master of Business Administration - Public Health Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	3 trimesters	
	Non-Military Rate	Military Rate¹
Core Courses (<i>per credit x 36 credits</i>)	\$775	\$659
Total Tuition Cost	\$27,900	\$23,724
STRF ²	\$72.50	\$62.50
Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$29,450	\$25,274
Estimated Total Program Costs (California)	\$29,522.50	\$25,336.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Core Courses (<i>per credit x 36 credits</i>)	\$775	\$659
Total Tuition Cost	\$27,900	\$23,724
STRF ²	\$77.50	\$67.50
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$30,950	\$26,774
Estimated Total Program Costs (California)	\$31,027.50	\$26,841.50

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

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- 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
- 2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
- 3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
- 4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
- 5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
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However, no claim can be paid to any student without a social security number or a taxpayer identification number.

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Master of Health Administration - Organizational Leadership Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	3 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$625	\$531
Total Tuition Cost	\$22,500	\$19,116
STRF ²	\$60	\$52.50
Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$24,050	\$20,666
Estimated Total Program Costs (California)	\$24,110	\$20,718.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹

Tuition Cost (<i>per credit</i>)	\$625	\$531
Total Tuition Cost	\$22,500	\$19,116
STRF ²	\$65	\$55
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$25,550	\$22,166
Estimated Total Program Costs (California)	\$25,615	\$22,221

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3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
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Master of Health Administration

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	3 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$625	\$531
Total Tuition Cost	\$22,500	\$19,116
STRF ²	\$60	\$52.50
Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$24,050	\$20,666
Estimated Total Program Costs (California)	\$24,110	\$20,718.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$625	\$531
Total Tuition Cost	\$22,500	\$19,116
STRF ²	\$65	\$55
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$25,550	\$22,166
Estimated Total Program Costs (California)	\$25,615	\$22,221

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Master of Health Administration - Project Management Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length <i>(full time)</i>	3 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost <i>(per credit)</i>	\$625	\$531

Total Tuition Cost	\$22,500	\$19,116
STRF ²	\$60	\$52.50
Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$24,050	\$20,666
Estimated Total Program Costs (California)	\$24,110	\$20,718.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$625	\$531
Total Tuition Cost	\$22,500	\$19,116
STRF ²	\$65	\$55
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$25,550	\$22,166
Estimated Total Program Costs (California)	\$25,615	\$22,221

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Master of Health Administration - Public Health Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	3 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$625	\$531
Total Tuition Cost	\$22,500	\$19,116
STRF ²	\$60	\$52.50
Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$50	\$50
Estimated Total Program Costs (Texas)	\$24,050	\$20,666
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WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$625	\$531
Total Tuition Cost	\$22,500	\$19,116
STRF ²	\$65	\$55
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Master of Public Health

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	42	
Program Length (<i>full time</i>)	4 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$575.00	\$489.00
Total Tuition Cost	\$24,150.00	\$20,538.00
STRF ²	\$65	\$57.50
Technology Fee ³	\$2,000.00	\$2,000.00
Estimate for Program Supply Fees ⁴	\$50.00	\$50.00
Estimated Total Program Costs (Texas)	\$26,200.00	\$22,588.00
Estimated Total Program Costs (California)	\$26,265.00	\$22,645.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	42	
Program Length (<i>full time</i>)	7 trimesters	
	Non-Military Rate	Military Rate¹

Tuition Cost (<i>per credit</i>)	\$575.00	\$489.00
Total Tuition Cost	\$24,150.00	\$20,538.00
STRF ²	\$70	\$60
Technology Fee ³	\$3,500.00	\$3,500.00
Estimate for Program Supply Fees ⁴	\$50.00	\$50.00
Estimated Total Program Costs (Texas)	\$27,700.00	\$24,088.00
Estimated Total Program Costs (California)	\$27,770.00	\$24,148.00

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Master of Speech Language Pathology

Degree Type	Masters	
Total Program Credits	56	
Program Length (<i>Full-time</i>)	5 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$1,000	\$850
Total Tuition Cost	\$56,000	\$47,600
STRF Fee ² (<i>non-refundable</i>)	\$155	\$132.50
Estimate for Uniforms Fees ³	\$100	\$100
Estimate for Supplies & Licensure Preparation Fees ³	\$2,925	\$2,925
Technology Fee ⁴ (<i>\$500 per trimester</i>)	\$2,500	\$2,500
Estimated Total Program Costs (Non-CA Residents)	\$61,525	\$53,125

Estimated Total Program Costs	\$61,680	\$53,257.50
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Note: Applicants that are conditionally accepted to the Master of Speech Language Pathology program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

¹ *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

² *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.*

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

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

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

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

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

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

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

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

³ *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

Fees do not include indirect costs, which may include but are not limited to background checks, health screenings/requirements for clinical, out of state fieldwork placements, and/or transportation.

Refer to the Program Fee Schedule for a breakdown of expected indirect costs.

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

Master of Science in Nursing - Advanced Generalist Track

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost(<i>per credit</i>)	\$635	\$540
Total Tuition Cost	\$22,860	\$19,440
STRF ²	\$65	\$57.50
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$170	\$170
Estimated Total Program Costs (Texas)	\$26,030	\$22,610
Estimated Total Program Costs (California)	\$26,095	\$22,667.50

¹ *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

² *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.*

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

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

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

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

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Master of Science in Nursing - Adult Gerontology Primary Care Nurse Practitioner Track

Degree Type	Master of Science	
Total Program Credits	49	
Program Length (<i>full time</i>)	5 trimesters	
	Non-Military Rate	Military Rate¹
MSN Core (<i>per credit x 18 credits</i>)	\$635	\$540
APRN Core (<i>per credit cost x 31 credits</i>)	\$785	\$667
Total Tuition Cost	\$35,765	\$30,397
STRF ²	\$100	\$87.50
Technology Fee ³	\$2,500	\$2,500
Estimate for Program Supply Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$39,885	\$34,517
Estimated Total Program Costs (California)	\$39,985	\$34,604.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	36	
Total Program Credits	49	
Program Length (<i>full time</i>)	8 trimesters	
	Non-Military Rate	Military Rate¹
MSN Core (<i>per credit x 18 credits</i>)	\$635	\$540
APRN Core (<i>per credit cost x 31 credits</i>)	\$785	\$667
Total Tuition Cost	\$35,765	\$30,397
STRF ²	\$102.50	\$90
Technology Fee ³	\$4,000	\$4,000

Estimate for Program Supply Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$41,385	\$36,017
Estimated Total Program Costs (California)	\$41,487.50	\$36,107

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employee, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two hundred and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

³ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁴ Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and AGPCNP predictor exams for AGPCNP students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

Master of Science in Nursing - Family Nurse Practitioner Track

ACCELERATED*

Degree Type	Bachelor of Science	
Total Program Credits	53	
Program Length (<i>full time</i>)	5 trimesters	
	Non-Military Rate	Military Rate¹
RN to MSN Core (<i>per credit x 18 credits</i>)	\$635	\$540
APRN Core (<i>per credit cost x 35 credits</i>)	\$785	\$667
Total Tuition Cost	\$38,905	\$33,065
STRF ²	\$107.50	\$92.50
Technology Fee ³	\$2,500	\$2,500
Estimate for Supplies & Licensure Preparation Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$43,025	\$37,185
Estimated Total Program Costs (California)	\$43,132.50	\$37,277.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	53	
Program Length (<i>full time</i>)	8 trimesters	
	Non-Military Rate	Military Rate¹
RN to MSN Core(<i>per credit x 18 credits</i>)	\$635	\$540
APRN Core(<i>per credit cost x 35 credits</i>)	\$785	\$667
Total Tuition Cost	\$38,905	\$33,065
STRF ²	\$112.50	\$97.50
Technology Fee ³	\$4,000	\$4,000
Estimate for Supplies & Licensure Preparation Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$44,525	\$38,685
Estimated Total Program Costs (California)	\$44,637.50	\$38,782.50

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students will complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employee, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² As of April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50 per one thousand dollars \$1,000 of institutional charges).

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

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

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

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

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

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

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

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

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⁴ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

Master of Science in Nursing - Informatics Track

ACCELERATED*

Degree Type

Bachelor of Science

Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$635	\$540
Total Tuition Cost	\$22,860	\$19,440
STRF ²	\$65	\$57.50
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$170	\$170
Estimated Total Program Costs (Texas)	\$26,030	\$22,610
Estimated Total Program Costs (California)	\$26,095	\$22,667.50

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Master of Science in Nursing - Nurse Educator Track

Degree Type	Master of Science	
Total Program Credits	36	
Program Length(<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost (<i>per credit</i>)	\$635	\$540
Total Tuition Cost	\$22,860	\$19,440
STRF ²	\$65	\$57.50
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$170	\$170
Estimated Total Program Costs (Texas)	\$26,030	\$22,610
Estimated Total Program Costs (California)	\$26,095	\$22,667.50

¹ *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

³ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁴Program supplies include WCU identification card and background check.

Master of Science in Nursing - Nurse Leader Track

Degree Type	Master of Science	
Total Program Credits	36	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate¹
Tuition Cost <i>per credit</i>)	\$635	\$540
Total Tuition Cost	\$22,860	\$19,440
STRF ²	\$65	\$57.50
Technology Fee ³	\$3,000	\$3,000
Estimate for Program Supply Fees ⁴	\$170	\$170
Estimated Total Program Costs (Texas)	\$26,030	\$22,610
Estimated Total Program Costs (California)	\$26,095	\$22,667.50

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Master of Science in Nursing - Psychiatric-Mental Health Nurse Practitioner Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	53	
Program Length (<i>full time</i>)	5 trimesters	
	Non-Military Rate	Military Rate¹
MSN Core (<i>per credit x 18 credits</i>)	\$635	\$540
APRN Core (<i>per credit cost x 35 credits</i>)	\$785	\$667
Total Tuition Cost	\$38,905	\$33,065

STRF ²	\$107.50	\$92.50
Technology Fee ³	\$2,500	\$2,500
Estimate for Supplies & Licensure Preparation Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$43,025	\$37,185
Estimated Total Program Costs (California)	\$43,132.50	\$37,277.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	53	
Program Length (<i>full time</i>)	9 trimesters	
	Non-Military Rate	Military Rate¹
MSN Core (<i>per credit x 18 credits</i>)	\$635	\$540
APRN Core (<i>per credit cost x 35 credits</i>)	\$785	\$667
Total Tuition Cost	\$38,905	\$33,065
STRF ²	\$112.50	\$97.50
Technology Fee ³	\$4,500	\$4,500
Estimate for Supplies & Licensure Preparation Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$45,025	\$39,185
Estimated Total Program Costs (California)	\$45,137.50	\$39,282.50

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the

STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

Master of Science in Nursing - Adult Gerontology Acute Care Nurse Practitioner Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	50	
Program Length (<i>full time</i>)	4 trimesters	
	Non-Military Rate	Military Rate¹
MSN Core (<i>per credit x 18 credits</i>)	\$635	\$540
APRN Core (<i>per credit cost x 32 credits</i>)	\$785	\$667
Total Tuition Cost	\$36,550	\$31,064
STRF ²	\$100	\$87.50
Technology Fee ³	\$2,000	\$2,000
Estimate for Supplies & Licensure Preparation Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$40,170	\$34,684
Estimated Total Program Costs (California)	\$40,270	\$34,771.50

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	50	
Program Length (<i>full time</i>)	8 trimesters	
	Non-Military Rate	Military Rate¹
MSN Core (<i>per credit x 18 credits</i>)	\$635	\$540
APRN Core (<i>per credit cost x 32 credits</i>)	\$785	\$667
Total Tuition Cost	\$36,550	\$31,064
STRF ²	\$105	\$92.50
Technology Fee ³	\$4,000	\$4,000
Estimated for Supplies & Licensure Preparation Fees ⁴	\$1,620	\$1,620

Estimated Total Program Costs (Texas)	\$42,170	\$36,684
Estimated Total Program Costs (California)	\$42,275	\$36,776.50

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two hundred and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

A student whose loan is revived by a loan holder or debt collector after a period of 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.

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

RN to Master of Science in Nursing - Advanced Generalist Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	141 ¹	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate²
Tuition Cost (<i>per credit</i>)	\$615	\$523
Total Tuition Cost	\$31,365	\$26,673
STRF ³	\$87.50	\$75.00
Technology Fee ⁴	\$3,000	\$3,000
Estimate for Program Supply Fees ⁵	\$170	\$170
Estimated Total Program Costs (Texas)	\$34,535	\$29,843
Estimated Total Program Costs (California)	\$34,622.50	\$29,918

WORKING PROFESSIONAL*

Degree Type	Master of Science
Total Program Credits	141
Program Length (<i>full time</i>)	10 trimesters

	Non-Military Rate	Military Rate²
Tuition Cost <i>(per credit)</i>	\$615	\$523
Total Tuition Cost	\$31,365	\$26,673
STRF ³	\$92.50	\$80
Technology Fee ⁴	\$5,000	\$5,000
Estimate for Program Supply Fees ⁵	\$170	\$170
Estimated Total Program Costs (Texas)	\$36,535	\$31,843
Estimated Total Program Costs (California)	\$36,627.50	\$31,923

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 51 credits are required to be taken at WCU.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

³ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two hundred and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the

institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Program supplies include WCU identification card and background check.*

RN to Master of Science in Nursing - Family Nurse Practitioner Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	158 ¹	
Program Length (<i>full time</i>)	7 trimesters	
	Non-Military Rate	Military Rate²
RN to MSN Core (<i>per credit x 33 credits</i>)	\$615	\$523
APRN Core (<i>per credit cost x 32 credits</i>)	\$785	\$667
Total Tuition Cost	\$47,770	\$40,604
STRF ³	\$132.50	\$115
Technology Fee ⁴	\$3,500	\$3,500

Estimate for Supplies & Licensure Preparation Fees ⁵	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$52,890	\$45,724
Estimated Total Program Costs (California)	\$53,022.50	\$45,839

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	158 ¹	
Program Length (<i>full time</i>)	11 trimesters	
	Non-Military Rate	Military Rate²
RN to MSN Core (<i>per credit x 33 credits</i>)	\$615	\$523
APRN Core (<i>per credit cost x 35 credits</i>)	\$785	\$667
Total Tuition Cost	\$47,770	\$40,604
STRF ³	\$137.50	\$120
Technology Fee ⁴	\$5,500	\$5,500
Estimate for Supplies & Licensure Preparation Fees ⁵	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$54,890	\$47,724
Estimated Total Program Costs (California)	\$55,027.50	\$47,844

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 68 credits are required to be taken at WCU.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

³ As of April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two hundred and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

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

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

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

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

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

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

⁴ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁵ Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

RN to Master of Science in Nursing - Informatics Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	141 ¹	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate²
Tuition Cost (<i>per credit</i>)	\$615	\$523
Total Tuition Cost	\$31,365	\$26,673
STRF ³	\$87.50	\$75
Technology Fee ⁴	\$3,000	\$3,000
Estimate for Program Supply Fees ⁵	\$170	\$170
Estimated Total Program Costs (Texas)	\$34,535	\$29,843
Estimated Total Program Costs (California)	\$34,622.50	\$29,918

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	141 ¹	
Program Length (<i>full time</i>)	9 trimesters	
	Non-Military Rate	Military Rate²
Tuition Cost (<i>per credit</i>)	\$615	\$523
Total Tuition Cost	\$31,365	\$26,673
STRF ³	\$90	\$77.50
Technology Fee ⁴	\$4,500	\$4,500
Estimate for Program Supply Fees ⁵	\$170	\$170
Estimated Total Program Costs (Texas)	\$36,035	\$31,343
Estimated Total Program Costs (California)	\$36,125	\$31,420.50

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 51 credits are required to be taken at WCU.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

³ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two hundred and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Program supplies include WCU identification card and background check.*

RN to Master of Science in Nursing - Nurse Educator Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	141 ¹	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate²
Tuition Cost (<i>per credit</i>)	\$615	\$523
Total Tuition Cost	\$31,365	\$26,673
STRF ³	\$87.50	\$75
Technology Fee ⁴	\$3,000	\$3,000
Estimate for Program Supply Fees ⁵	\$170	\$170
Estimated Total Program Costs (Texas)	\$34,535	\$29,843
Estimated Total Program Costs (California)	\$34,622.50	\$29,918

WORKING PROFESSIONAL*

Degree Type	Master of Science
Total Program Credits	141 ¹
Program Length (<i>full time</i>)	9 trimesters

	Non-Military Rate	Military Rate²
Tuition Cost <i>(per credit)</i>	\$615	\$523
Total Tuition Cost	\$31,365	\$26,673
STRF ³	\$90	\$77.50
Technology Fee ⁴	\$4,500	\$4,500
Estimate for Program Supply Fees ⁵	\$170	\$170
Estimated Total Program Costs (Texas)	\$36,035	\$31,343
Estimated Total Program Costs (California)	\$36,125	\$31,420.50

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 51 credits are required to be taken at WCU.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

³ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the

institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Program supplies include WCU identification card and background check.*

RN to Master of Science in Nursing - Nurse Leader Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	141 ¹	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate²
Tuition Cost (<i>per credit</i>)	\$615	\$523
Total Tuition Cost	\$31,365	\$26,673
STRF ³	\$87.50	\$75
Technology Fee ⁴	\$3,000	\$3,000
Estimate for Program Supply Fees ⁵	\$170	\$170

Estimated Total Program Costs (Texas)	\$34,535	\$29,843
Estimated Total Program Costs (California)	\$34,622.50	\$29,918

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	141 ¹	
Program Length (<i>full time</i>)	9 trimesters	
	Non-Military Rate	Military Rate²
Tuition Cost (<i>per credit</i>)	\$615	\$523
Total Tuition Cost	\$31,365	\$26,673
STRF ³	\$90	\$77.50
Technology Fee ⁴	\$4,500	\$4,500
Estimate for Program Supply Fees ⁵	\$170	\$170
Estimated Total Program Costs (Texas)	\$36,035	\$31,343
Estimated Total Program Costs (California)	\$36,125	\$31,420.50

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 51 credits are required to be taken at WCU.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

³ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two hundred and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Program supplies include WCU identification card and background check.*

RN to Master of Science in Nursing - Psychiatric-Mental Health Nurse Practitioner Track

ACCELERATED*

Degree Type

Master of Science

Total Program Credits	158 ¹	
Program Length (<i>full time</i>)	8 trimesters	
	Non-Military Rate	Military Rate²
RN to MSN Core (<i>per credit x 36 credits</i>)	\$615	\$523
APRN Core (<i>per credit x 32 credits</i>)	\$785	\$667
Total Tuition Cost	\$47,260	\$40,172
STRF ³	\$132.50	\$115
Technology Fee ⁴	\$4,000	\$4,000
Estimate for Supplies & Licensure Preparation Fees ⁵	\$1,620	\$1,620
Estimate Total Program Costs (Texas)	\$52,880	\$45,792
Estimated Total Program Costs (California)	\$53,012.50	\$45,907

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	158 ¹	
Program Length (<i>full time</i>)	11 trimesters	
	Non-Military Rate	Military Rate²
RN to MSN Core (<i>per credit x 36 credits</i>)	\$615	\$523
APRN Core (<i>per credit x 32 credits</i>)	\$785	\$667
Total Tuition Cost	\$47,260	\$40,172
STRF ³	\$135	\$117.50
Technology Fee ⁴	\$5,500	\$5,500
Estimate for Supplies & Licensure Preparation Fees ⁵	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$54,380	\$47,292
Estimated Total Program Costs (California)	\$54,515	\$47,49.50

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will

attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ *Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 51 credits are required to be taken at WCU.*

² *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

³ *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two hundred and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.*

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

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

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

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

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

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

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

that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

RN to Master of Science in Nursing - Adult-Gerontology Primary Care Nurse Practitioner Track

Effective Fall II (November 1, 2021)

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	154 ¹	
Program Length (<i>full time</i>)	6 trimesters	
	Non-Military Rate	Military Rate²
RN to MSN Core (<i>per credit x 33 credits</i>)	\$615	\$523
APRN Core (<i>per credit x 31 credits</i>)	\$785	\$667
Total Tuition Cost	\$44,630	\$37,936
STRF ³	\$122.50	\$107.50
Technology Fee ⁴	\$3,000	\$3,000
Estimate for Supplies & Licensure Preparation Fees ⁵	\$1,620	\$1,620
Estimate Total Program Costs (Texas)	\$49,250	\$42,556
Estimate Total Program Costs (California)	\$49,372.50	\$42,663.50

WORKING PROFESSIONAL*

Degree Type	Master of Science
Total Program Credits	154 ¹
Program Length (<i>full time</i>)	11 trimesters

	Non-Military Rate	Military Rate²
RN to MSN Core <i>(per credit x 33 credits)</i>	\$615	\$523
APRN Core <i>(per credit x 31 credits)</i>	\$785	\$667
Total Tuition Cost	\$44,630	\$37,936
STRF ³	\$130	\$112.50
Technology Fee ⁴	\$5,500	\$5,500
Estimate for Supplies & Licensure Preparation Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$51,750	\$45,056
Estimated Total Program Costs (California)	\$51,880	\$45,168.50

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 51 credits are required to be taken at WCU.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

³ As of April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two hundred and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.

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

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

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

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

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

RN to Master of Science in Nursing - Adult-Gerontology Acute Care Nurse Practitioner Track

ACCELERATED*

Degree Type	Master of Science	
Total Program Credits	155 ¹	
Program Length (<i>full time</i>)	7 trimesters	
	Non-Military Rate	Military Rate²
RN to MSN Core (<i>per credit x 33 credits</i>)	\$615	\$523
APRN Core (<i>per credit x 32 credits</i>)	\$785	\$667

	\$45,415	\$38,603
STRF ³	\$127.50	\$110
Technology Fee ⁴	\$3,500	\$3,500
Estimate for Supplies & Licensure Preparation Fees ⁵	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$50,535	\$43,723
Estimated Total Program Costs (California)	\$50,662.50	\$43,833

WORKING PROFESSIONAL*

Degree Type	Master of Science	
Total Program Credits	155 ¹	
Program Length (<i>full time</i>)	11 trimesters	
	Non-Military Rate	Military Rate²
RN to MSN Core (<i>per credit x 33 credits</i>)	\$615	\$523
APRN Core (<i>per credit x 32 credits</i>)	\$785	\$667
Total Tuition Cost	\$45,415	\$38,603
STRF ³	\$132.50	\$115
Technology Fee ⁴	\$5,500	\$5,500
Estimate for Supplies & Licensure Preparation Fees ⁵	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$52,535	\$45,723
Estimated Total Program Costs (California)	\$52,667.50	\$45,838

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

¹ Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 51 credits are required to be taken at WCU.

² Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

³ Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

A student whose loan is revived by a loan holder or debt collector after a period of 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.

⁴ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁵ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students.*

Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

Distance Education Certificate Programs

Post Master's Nurse Educator Certificate

Degree Type	Certificate	
Total Program Credits	12	
Program Length (<i>full time</i>)	2 trimesters	
	Non-Military Rate	Military Rate²
Tuition Cost (<i>per credit</i>)	\$635	\$540
Total Tuition Cost	\$7,620	\$6,480
STRF ²	\$22.50	\$20.00
Technology Fee ³	\$1,000	\$1,000
Estimate for Program Supply Fees ⁴	\$170	\$170
Estimated Total Program Costs (Texas)	\$8,790	\$7,650
Estimated Total Program Costs (California)	\$8,812.50	\$7,670

¹ *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

² *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.*

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

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

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

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

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴Program supplies include WCU identification card and background check.

Post Master's Nurse Leader Certificate

Degree Type	Certificate	
Total Program Credits	18	
Program Length (<i>full time</i>)	3 trimesters	
	Non-Military Rate	Military Rate²
Tuition Cost (<i>per credit</i>)	\$635	\$540
Total Tuition Cost	\$11,430	\$9,720

STRF ²	\$32.50	\$27.50
Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$170	\$170
Estimated Total Program Costs (Texas)	\$13,100	\$11,390
Estimated Total Program Costs (California)	\$13,132.50	\$11,417.50

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Program supplies include WCU identification card and background check.*

Post Master's Informatics Certificate

Degree Type	Certificate	
Total Program Credits	18	
Program Length (<i>full time</i>)	3 trimesters	
	Non-Military Rate	Military Rate²
Tuition Cost (<i>per credit</i>)	\$635	\$540
Total Tuition Cost	\$11,430	\$9,720
STRF ²	\$32.50	\$27.50
Technology Fee ³	\$1,500	\$1,500
Estimate for Program Supply Fees ⁴	\$170	\$170
Estimated Total Program Costs (Texas)	\$13,100	\$11,390
Estimated Total Program Costs (California)	\$13,132.50	\$11,417.50

¹ *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

² Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

³ Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

⁴ *Program supplies include WCU identification card and background check.*

Post-Master's Psychiatric-Mental Health Nurse Practitioner Certificate

Degree Type	Certificate	
Total Program Credits	32	
Program Length (<i>full time</i>)	5 trimesters	
	Non-Military Rate	Military Rate²
APRN Core (<i>per credit x 32 credits</i>)	\$785	\$667
Total Tuition Cost	\$25,120	\$21,344
STRF ²	\$72.50	\$62.50
Technology Fee ³	\$2,500	\$2,500
Estimate for Supplies & Licensure Preparation Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$29,240	\$25,464
Estimated Total Program Costs (California)	\$29,312.50	\$25,526.50

¹ *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

² *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.*

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

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

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

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

- 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*

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

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

A student whose loan is revived by a loan holder or debt collector after a period of 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.

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

Post Master's Family Nurse Practitioner Certificate

Degree Type	Certificate	
Total Program Credits	32	
Program Length (<i>full time</i>)	5 trimesters	
	Non-Military Rate	Military Rate²
Total Cost (<i>per credit</i>)	\$785	\$667
Total Tuition Cost	\$25,120	\$21,344

STRF ²	\$72.50	\$62.50
Technology Fee ³	\$2,500	\$2,500
Estimate for Supplies & Licensure Preparation Fee ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$29,240	\$25,464
Estimated Total Program Costs (California)	\$29,312.50	\$25,526.50

¹ Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

² As of April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two hundred and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.

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

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

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

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

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and FNP predictor exams for FNP students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

Post-Master's Adult-Gerontology Acute Care Nurse Practitioner Certificate

Degree Type	Certificate	
Total Program Credits	29	
Program Length (<i>full time</i>)	5 trimesters	
	Non-Military Rate	Military Rate²
APRN Core (<i>per credit x 29 credits</i>)	\$785	\$667
Total Tuition Cost	\$22,765	\$19,343
STRF ²	\$67.50	\$57.50
Technology Fee ³	\$2,500	\$2,500
Estimate for Supplies & Licensure Preparation Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$26,885	\$23,463
Estimated Total Program Costs (California)	\$26,952.50	\$23,520.50

¹ *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

² *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.*

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the

obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

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

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

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

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

A student whose loan is revived by a loan holder or debt collector after a period of 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.

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

Post Master's Adult-Gerontology Primary Care Nurse Practitioner Certificate

Effective Fall II (November 1, 2021)

Degree Type	Certificate	
Total Program Credits	28	
Program Length (<i>full time</i>)	4 trimesters	
	Non-Military Rate	Military Rate²
AGPCNP Core (<i>per credit x 28 credits</i>)	\$785	\$667
Total Tuition Cost	\$21,980	\$18,676
STRF ²	\$65	\$55
Technology Fee ³	\$2,000	\$2,000
Estimate for Program Supply Fees ⁴	\$1,620	\$1,620
Estimated Total Program Costs (Texas)	\$25,600	\$22,296
Estimated Total Program Costs (California)	\$25,665	\$22,351

¹ *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

² *As of April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges.*

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

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

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

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

- 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*

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

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

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

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

³ *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

⁴ *Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

Non-Degree Seeking

Cost per credit for those not enrolled in degree or certificate programs, or enrolled in the LVN to RN 30-unit option.

CALIFORNIA - UNDERGRADUATE

	Cost Per Credit Hour
General Education	\$1,890
Nursing Core	\$1,890

CALIFORNIA - GRADUATE

	Cost Per Credit Hour
Pharmacy	\$1,321
Occupational Therapy	\$919
Physical Therapy	\$882

TEXAS

	Cost Per Credit Hour
General Education	\$1,425
Nursing Core	\$1,425

FLORIDA

	Cost Per Credit Hour
General Education	\$599
Nursing Core	\$799

ONLINE - UNDERGRADUATE

	Cost Per Credit Hour		
	Non-Military Rate	Veteran Rate ¹	Active Duty Rate ²
General Education	\$525	\$446	\$250
Nursing Core	\$525	\$446	\$250

Health Administration	\$460	\$391	\$250
Business Administration	\$460	\$391	\$250
Speech Language Pathology	\$305	\$260	\$250

ONLINE – GRADUATE

	Cost Per Credit Hour	
	Non-Military Rate	Military Rate ³
Master of Science in Nursing	\$635	\$540
Business Administration	\$775	\$659
Health Administration	\$625	\$531
Public Health	\$575	\$489
Family Nurse Practitioner Core	\$785	\$667
Adult Gerontology Primary Care Nurse Practitioner Core	\$785	\$667
Doctor of Nursing Practice	\$895	\$760

FEES

	Non-Military Rate	Veteran Rate ¹	Active Duty Rate ²
Administrative Fee (<i>per semester/trimester</i>) (1-3 units)	\$250	\$250	\$0
Administrative Fee (<i>per semester/trimester</i>) (4+ units)	\$500	\$500	\$0
ATI Material Fee ⁴	\$2,500	\$2,500	\$2,500
Speech Language Pathology Supplies Fee ⁵	\$100	\$100	\$0
Speech Language Pathology Supplies Fee ⁵ (Fall 1 Start)	\$145	\$145	\$0

Note: Some courses require On-site Intensive (OSI) weekends and precepted hours. Students enrolled through the Orange County campus must complete their OSI's in California and students enrolled through the Texas campus must complete their OSI's in Texas. Travel costs are not included in the individual course cost, and students are responsible for arranging transportation. Please check with your academic program director for more information.

¹ *Rate provided to Veterans, Veteran Spouse, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

² *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, and Department of Defense employees.*

³ *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

⁴ *The ATI Material Fee is only charged once to a student's account when the student attempts their first nursing-core course.*

⁵ *Speech Language Pathology Supplies Fee includes books for SLP504. Fall 1 2022 Cohort will also include charges for Video Observation System and Simulation Modules. This fee is only charged once to a student's account upon beginning the non-degree seeking coursework.*

UNDERGRADUATE PROGRAMS OF STUDY

General Education

General Education Mission

The General Education program has been designed to facilitate students' acquisition and application of knowledge through intellectual stimulation, scientific methodology, information and computer literacy, and communication competencies. Students master problem solving abilities necessary for success in the core curriculum and with application to personal and professional growth and well-being beyond the curriculum.

General Education Philosophy

Courses in the General Education program provide an academic foundation to prepare students for higher level inquiry in their chosen disciplines and prepare them to be responsible, ethical citizens in a global society. Content is constructed to build academic and analytical skills to further enhance educational, professional, and personal development. The program is designed to advance student's knowledge and skills in reading comprehension, professional writing, and the development of appropriate comportment that is expected in work settings.

General Education Program Learning Outcomes

All undergraduate programs include a general education component. The learning outcomes for general education are:

1. Demonstrate competent written communication skills
2. Demonstrate effective oral communication skills
3. Interpret quantitative data using mathematical principles to effectively identify core issues and solve problems
4. Locate disparate information through multiple sources demonstrating technological and informational literacy
5. Demonstrate critical thinking skills by analyzing complex issues and interpreting diverse perspectives in order to make conclusive, ethical and defensible decisions

WCYou Experience Requirement (FYS 001 or FYS 002)

The WCYou Experience (FYS 001) for students at a ground campus and (FYS 002) for students in an online program is designed to support students as they transition to West Coast University, by introducing and connecting them to the culture and expectations of the University through curricular and co-curricular topics created to build a foundation for student success. Within the First Year Seminar (FYS 001 or FYS 002) course, students will be provided information about campus services, resources, academic support, student life, and the WCU culture.

Students are required to successfully complete WCYou Experience FYS 001 or FYS 002 in the first term at West Coast University. If a student does not successfully complete FYS 001 or FYS 002 due to drop, withdrawal or failure, the student will be enrolled in the course in their second term and must successfully complete the course at that time. Students who do not successfully complete FYS 001 or FYS 002 by the end of their second term may be subject to dismissal from WCU.

Bachelor of Science in Business Administration (BSBA)

Program Location

Distance Education/Online

	<ul style="list-style-type: none"> - Bachelor of Science in Business Administration (BSBA) - BSBA - Health Administration and Leadership Track
Program Credits	<ul style="list-style-type: none"> - Bachelor of Science in Business Administration (BSBA) <ul style="list-style-type: none"> - 120 Credits - BSBA - Health Administration and Leadership Track <ul style="list-style-type: none"> - 120 Credits
Program Length*	<ul style="list-style-type: none"> - Bachelor of Science in Business Administration (BSBA): <ul style="list-style-type: none"> 10 Trimesters, 160 Instructional Weeks or 20 Trimesters, 320 Instructional Weeks - BSBA - Health Administration and Leadership Track: <ul style="list-style-type: none"> 10 Trimesters, 160 Instructional Weeks or 20 Trimesters, 320 Instructional Weeks
Time to Complete	<ul style="list-style-type: none"> - Bachelor of Science in Business Administration (BSBA): <ul style="list-style-type: none"> 40 Months or 80 Months - BSBA - Health Administration and Leadership Track: <ul style="list-style-type: none"> 40 Months or 80 Months

**Program length may vary. WCU distance education programs may not be available to residents in all states.*

Standard Occupational Classification (SOC) Codes: 11-3011.00, 13-0000.00

The online BSBA degree program offers a broad base of foundational knowledge in core areas of business that ensures diversity of training. The program provides students a coherent sense of business knowledge that will prepare them for entry-level employment opportunities in all types of business enterprises including health care organizations, financial institutions, and other business entities.

The BSBA degree program focuses on knowledge and applications that help students to critically think, manage resource, and communicate in a business environment while providing exposure to the core disciplines of business: accounting, marketing, business strategy, and law and ethics.

The BSBA program is intended to improve the student's ability to critically think, promote professional growth and increase their knowledge and understanding of administration in a business setting. The degree offers a broad, general business administration curriculum that addresses critical issues facing today's organizations.

Mission Statement:

The Bachelor of Science in Business Administration program is designed to provide students with foundational knowledge in general business concepts and management theory. Students will develop

critical thinking, leadership, and problem-solving skills necessary to serve as effective business professionals in a diverse and ever-changing business landscape.

Program Learning Outcomes

- Demonstrate foundational knowledge of business concepts in accounting, finance, marketing, economics, organizational leadership, management, and business law and ethics.
- Demonstrate critical thinking to analyze and interpret business issues and provide a defensible solution.
- Employ planning, organizing, and leadership skills to manage business information and achieve intended business outcomes.
- Demonstrate knowledge of legal, ethical, and professional responsibilities that drive decision-making of business managers.
- Explore the domestic and global business landscape to identify variables that impact problem solving in a business organization.

ADMISSION REQUIREMENTS

Applicants for the Bachelor of Science in Business Administration must meet the following admissions requirements:

1. Complete an online application for admissions.
2. Participate in an interview with a University Admissions Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations. If the applicant is under the age of 18, enrollment documents must be signed by a parent or guardian.
4. Submit documentation of high school graduation or its equivalent.
5. Individuals with 15 or more college-level credits are required to have a 2.25 GPA in post-secondary education.
 - a. Applicants with 15 or more college-level credits and a GPA of 2.0-2.24 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 2.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
6. Bachelor of Science in Business Administration Transfer Credit Evaluation: Only undergraduate level courses in which a grade of C or better was received will be evaluated for transfer credit. A maximum of ninety (90) total credits may be considered for transfer, subject to the following criteria:
 - a. A maximum of sixty (60) credits may be accepted from alternative credit options such as CLEP/AP/IB/ACE, etc.
 - b. A maximum of thirty (30) credits may be accepted from military training or work experience.
 - c. All undergraduate students must complete at least thirty (30) credits in-residence at West Coast University.
 - d. At least twenty-four (24) of the in-residence credits must come from core program courses.

Additional criteria for transfer credit by type of credit is as follows:

General Education Credits (39 cr.)

- Students may transfer up to 33 general education credits. All general education courses considered for transfer credit must reflect content aligned with one or more categories and requirements.
- All students are required to complete FYS002: Foundations of Success and CAPS402: General Education Capstone in-residence or equivalent.

Elective Credits (30 cr.)

- Students may transfer up to 30 elective course credits.

Program Core & Track Credits (51 cr.)

- Students may transfer up to 27 core and track course credits. All core and track courses considered for transfer credit must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's BSBA program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first semester of coursework in the BSBA program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, he/she would not be admitted into the program. Please refer to the "Good Standing" (p. 77) policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the BSBA degree. Decisions regarding transferability of credit are made by the BSBA program administrator.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the BSBA program would be subject to the university dismissal policy.

BUSINESS ADMINISTRATION CURRICULUM

General Education Requirements (39 credits)

To achieve the graduation requirement of 120 credits, all students must complete 39 credits of general education courses. Students may request to satisfy general education credit requirements through transfer credit per university policy.

Category and Requirements	CWCU Course Requirements	CTransferable / Options
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	Written communication courses cover the use of writing as a means of conveying information. In these courses, students will utilize discussions, papers, essays, research, etc. to examine, analyze, and transmit information in an appropriate academic or professional manner. (Transferable courses will generally have ENG, JRN, or COM prefix)	Any course that meets the General Education category and requirements.
A2. Oral Communication (2.5 Semester Credits Minimum)	Oral communication courses cover the use of language and speech as a means of conveying information. In these courses, students will utilize language and speech to disseminate information to audiences as appropriate. (Transferable courses will generally have SPE, COM, JRN, ENG, or BUS prefix)	Any course that meets the General Education category and requirements.
A3. Critical Thinking (5.0 Semester Credits 2 Minimum)	Critical thinking courses provide the skills necessary to make complex decisions. In these courses, students will utilize complex thinking, logic, and other skills to analyze decision making processes. (Transferable courses will generally have PHI, LOG, or COM prefixes)	Any course that meets the General Education category and requirements.
A4. Quantitative Reasoning (5 Semester Credits and 2 Courses Minimum)	Quantitative reasoning courses provide the skills to process, analyze, and interpret data. In these courses students will utilize math to solve problems. (Transferable courses generally have MAT or STAT prefixes)	Any course that meets the General Education category and requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition (8 Semester Credits	Social and behavioral science, cultural diversity, and tradition courses cover a broad range of humanities disciplines. Courses in this competency may cover social interactions, human behavior, cultural diversity, aesthetic awareness, art appreciation and creation,	Any course that meets the General Education category and requirements.

and 3 Courses Minimum)	history, civic duty, and other areas in the field. (Transferable courses generally have SOC, SSC, PSY, ART, HIS, LIB, ENG, ANT, REL, POL, LNG, CRJ, or related prefixes)	
B2. Life and Physical Sciences (2.5 Semester Credits and 1 Courses Minimum)	Life and Physical Science courses cover vary disciplines within the scientific field. Courses in this field may cover any scientific discipline within life and physical sciences. (Transferable courses generally have BIO, CHEM, PHYS, ENV, NRM, or SCI prefixes)	Any course that meets the General Education category and requirements.
B3. General Education Capstone (3 Semester Credits)	CAPS 402 (p. 453) (3): General Education Capstone	Non-transferable

In addition to the courses above, all students must complete FYS 002 (3): Foundations of Success (Non-transferable). A minimum of 39 credits is required for graduation

Elective Requirements (30 credits):

To achieve the graduation requirement of 120 credits, all students must complete 30 credits of electives. Students may request to satisfy all or a portion of the elective credit requirements through transfer credit for previous education. Additionally, students may complete available online courses offered by the university to satisfy elective credit (some restrictions apply). Unless otherwise requested, students will take the following university courses to meet the elective requirements.

- ACC 225 (p. 448): Financial Accounting or Other Elective
- BUS 135 (p. 449): Survey of Economics or Other Elective
- BUS 250 (p. 449): Project Management or Other Elective
- BUS 350 (p. 450): Corporate Finance or Other Elective
- COMM 200 (p. 455): Interpersonal Communication or Other Elective
- ENGL 250 (p. 464): Technical Writing or Other Elective
- PH 100 (p. 531): Introduction to Public Health or Other Elective
- PHIL 435 (p. 572): Methods of Conflict Resolution or Other Elective
- PSYC 200 (p. 573): Emotional Intelligence or Other Elective
- SCI 210 (p. 580): Survey of Science and Technology or Other Elective

Bridge Courses:

Students who have completed at least thirty-nine (39) credits of coursework with a cumulative GPA of at least 3.0 may also satisfy up to nine (9) credits of elective coursework through the completion of three (3) credit graduate level bridge courses in-residence. All in-residence three (3) credit graduate

level courses completed as part of an undergraduate program may be used to satisfy graduate requirements.

Business Administration Core and Track Courses (51 credits)

To achieve the graduation requirement of 120 credits, all students must complete 51 credits of core and track courses. Core courses provide students with the specific discipline experience required for the degree. Tracks allow students to create interdisciplinary degrees based on personal career goals. All students will complete at least 39 core course credits as detailed below. The remaining 12 credits are based on the program track the student is enrolled in. The currently available programs are:

- Bachelor of Science in Business Administration (BSBA)
- BSBA - Health Administration and Leadership Track

A minimum grade of a "C" will be required to receive course credit in the BSBA program. Should a student receive a "D+" grade or lower, it will not be considered a passing grade for the BSBA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and meet with the program Chair.

Core courses (39 credits)

ACC 125	Fundamentals of Accounting	3
ACC 150	Principles of Finance	3
BUS 120	Business Communications	3
BUS 200	Organizational Behavior	3
BUS 220	Introduction to Marketing	3
BUS 225	Information Systems Operations and Analysis	3
BUS 290	Microeconomics	3
BUS 300	Organizational Leadership	3
BUS 310	Introduction to Business Law and Ethics	3
BUS 330	Managerial Accounting	3
BUS 360	Strategic Management	3
BUS 370	Business Analytics for Decision Making	3
BUS 450	Global Business Environment	3

Subtotal: 39

Core courses to be completed if no track chosen (12 credits)

BUS 320	Macroeconomics	3
BUS 385	Entrepreneurship	3
BUS 390	Social Media and Marketing	3

BUS 400	Financial Statement Analysis and Management	3
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Subtotal: 12

Track Courses

Health Administration and Leadership Track:

Track courses to be completed in the Health Administration and Leadership Track (12 credits)

HA 110	Introduction to Healthcare Management	3
HA 320	Healthcare Policy and Economics	3
HA 440	Introduction to Strategic Planning and Organizational Management in Healthcare Organizations	3
HA 450	Leadership in Healthcare	3

Subtotal: 12

BSBA Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Bachelor of Science in Health Administration (BSHA)

Program Location	Distance Education/Online <ul style="list-style-type: none"> - Bachelor of Science in Health Administration (BSHA) - BSHA - Finance Track - BSHA - Strategic Management Track
Program Credits	Bachelor of Science in Health Administration (BSHA) - 120 Credits <ul style="list-style-type: none"> - Bachelor of Science in Health Administration (BSHA) - BSHA - Finance Track - 120 Credits - BSHA - Strategic Management Track - 120 Credits
Program Length	Bachelor of Science in Health Administration (BSHA) 10 Trimesters, 160 Instructional Weeks or

- 20 Trimesters, 320 Instructional Weeks
- BSHA - Finance Track
 - 10 Trimesters, 160 Instructional Weeks
 - or
 - 20 Trimesters, 320 Instructional Weeks
- BSHA - Strategic Management Track
 - 10 Trimesters, 160 Instructional Weeks
 - or
 - 20 Trimesters, 320 Instructional Weeks

Time to Complete	Bachelor of Science in Health Administration (BSHA) 40 Months or 80 Months
	- BSHA - Finance Track 40 Months or 80 Months
	- BSHA - Strategic Management Track 40 Months or 80 Months

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Codes: 11-3011.00, 43-4051.03, 13-1111.00, 13-2051.00

Mission Statement:

The mission of the Bachelor of Science in Health Administration (BSHA) program is to prepare students from diverse educational and cultural backgrounds for entry-level administrative positions within healthcare service environments. Graduates may use competencies in the areas of operations, financial analysis, policy development, business management, and risk management to promote effective healthcare administration.

Program Learning Outcomes:

- Apply financial management principles for decision making and strategic planning in healthcare organizations.
- Analyze the application of organizational business skills to operational management and administration of healthcare organizations.
- Evaluate quality improvement standards and practices to optimize business performance of healthcare organizations.
- Interpret healthcare ethical, legal, and compliance matters to support healthcare services, patient data and confidentiality, and information systems.
- Evaluate innovative information technology to support business management and organizational dynamics of healthcare organizations.
- Assess the impact of collaborative interprofessional relationships and team building principles within healthcare organizations.
- Demonstrate the application of leadership models and techniques to the strategic needs of healthcare organizations.

ADMISSION REQUIREMENTS

1. Complete an online application for admission.
2. Participate in an interview with a University Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations. If the applicant is under the age of 18, enrollment documents must be signed by a parent or guardian.
4. Submit documentation of high school graduation or equivalent.
5. Individuals with 15 or more college-level credits are required to have a 2.25 GPA in post-secondary education.
 - a. Applicants with 15 or more college-level credits and a GPA of 2.0-2.24 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 2.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
6. Bachelor of Science in Health Administration Transfer Credit Evaluation: Only undergraduate level courses in which a grade of C (70%) or better was received will be evaluated for transfer credit. A maximum of ninety (90) total credits may be considered for transfer, subject to the following criteria:
 - a. A maximum of thirty (60) credits may be accepted from alternative credit options, such as CLEP/AP/IB/ACE, etc.
 - b. A maximum of thirty (30) credits may be accepted from military training or work experience
 - c. All undergraduate students must complete at least thirty (30) credits in-residence at West Coast University
 - d. At least twenty-four (24) of the in-residence credits must come from core program courses

Additional criteria for transfer credit by type of credit is as follows:

General Education Credits (39 cr.)

- Students may transfer up to thirty-three (33) general education credits. All general education courses considered for transfer credit must reflect content aligned with one or more of the BSHA general education competencies.
- All students are required to complete FYS002: Foundations of Success and CAPS402: General Education Capstone in-residence or equivalent.

Elective Credits (30 cr.)

- Students may transfer up to thirty (30) elective course credits.

Program Core & Track Credits (51 cr.)

- Students may transfer up to twenty-seven (27) core and track course credits. All core and track courses considered for transfer credit must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In

addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all post-secondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's BSHA program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first semester of coursework in the BSHA program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, he/she would not be admitted into the program. Please refer to the "Good Standing" (p. 77) policy for specific information on the terms.;

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the BSHA degree. Decisions regarding transferability of credit are made by the BSHA program Dean or Director.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the BSHA program would be subject to the university dismissal policy.

HEALTH ADMINISTRATION CURRICULUM

To achieve the graduation requirement of 120 credits, all students must complete 39 credits of general education courses. Students may request to satisfy general education credit requirements through transfer credit per university policy.

General Education Requirements

Category and Requirements	WCU Course Requirements	Transferable / Options
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	Written communication courses cover the use of writing as a means of conveying information. In these courses, students will utilize discussions, papers, essays, research, etc. to examine, analyze, and transmit information in an appropriate academic or professional manner. (Transferable courses will generally have ENG, JRN, or COM prefix)	Any course that meets the General Education category and requirements.
	Oral communication courses cover the use of language and speech as a means of conveying	Any course that meets the General

	information. In these courses, students will utilize language and speech to disseminate information to audiences as appropriate. (Transferable courses will generally have SPE, COM, JRN, ENG, or BUS prefix)	Education category and requirements.
A3. Critical Thinking (5.0 Semester Credits 2 Minimum)	Critical thinking courses provide the skills necessary to make complex decisions. In these courses, students will utilize complex thinking, logic, and other skills to analyze decision making processes. (Transferable courses will generally have PHI, LOG, or COM prefixes)	Any course that meets the General Education category and requirements.
A4. Quantitative Reasoning (5 Semester Credits and 2 Courses Minimum)	Quantitative reasoning courses provide the skills to process, analyze, and interpret data. In these courses students will utilize math to solve problems. (Transferable courses generally have MAT or STAT prefixes)	Any course that meets the General Education category and requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition (8 Semester Credits and 3 Courses Minimum)	Social and behavioral science, cultural diversity, and tradition courses cover a broad range of humanities disciplines. Courses in this competency may cover social interactions, human behavior, cultural diversity, aesthetic awareness, art appreciation and creation, history, civic duty, and other areas in the field. (Transferable courses generally have SOC, SSC, PSY, ART, HIS, LIB, ENG, ANT, REL, POL, LNG, CRJ, or related prefixes)	Any course that meets the General Education category and requirements.
B2. Life and Physical Sciences (2.5 Semester Credits and 1 Courses Minimum)	Life and Physical Science courses cover vary disciplines within the scientific field. Courses in this field may cover any scientific discipline within life and physical sciences. (Transferable courses generally have BIO, CHEM, PHYS, ENV, NRM, or SCI prefixes)	Any course that meets the General Education category and requirements.
B3. General Education Capstone (3 Semester Credits)	CAPS 402 (p. 453) (3): General Education Capstone	Non-transferable

In addition to the courses above, all students must complete FYS 002 (3): Foundations of Success (Non-transferable). A minimum of 39 credits is required for graduation

Elective Requirements:

To achieve the graduation requirement of 120 credits, all students must complete 30 credits of electives. Students may request to satisfy all or a portion of the elective credit requirements through transfer credit for previous education. Additionally, students may complete available online course offered by the university to satisfy elective credit (some restrictions apply). Unless otherwise requested, students will take the following university courses to meet the elective requirements

ACC 125 (p. 448): Fundamentals of Accounting

ACC 150 (p. 448): Principles of Finance

BUS 135 (p. 449): Survey of Economics

BUS 220 (p. 449): Introduction to Marketing

BUS 250 (p. 449): Project Management

COMM 200 (p. 455): Interpersonal Communication

ENGL 250 (p. 464): Technical Writing

HA 100 (p. 465): Medical Terminology

HIST 100 (p. 468): US History

PHIL 435 (p. 572): Methods of Conflict Resolution

Bridge Courses:

Students who have completed at least thirty-nine (39) credits of coursework with a cumulative GPA of at least 3.0 may also satisfy up to nine (9) credits of elective coursework through the completion of three (3) credit graduate level courses in-residence. All in-residence three (3) credit graduate level courses completed as part of an undergraduate program may be used to satisfy graduate requirements.

Strategic Management Track:

Track courses to be completed in the Strategic Management Track (12 credits)

BUS 200	Organizational Behavior	3
BUS 370	Business Analytics for Decision Making	3
BUS 385	Entrepreneurship	3
BUS 390	Social Media and Marketing	3

Subtotal: 12

Health Administration Core Courses

To achieve the graduation requirement of 120 credits, all students must complete 51 credits of core and track courses. Core courses provide students with the specific discipline experience required for the degree. Tracks allow students to create interdisciplinary degrees based on personal career goals. All students will complete at least 39 core course credits as detailed below. The remaining 12 credits are based on the program track the student is enrolled in. The currently available programs are:

- Bachelor of Science in Health Administration (BSHA)
- BSHA – Finance Track

-BSHA – Strategic Management Track

A minimum grade of a "C-" (70%) will be required to receive course credit in the BSHA program. Should a student receive a "D+" (<70%) grade or lower, it will not be considered a passing grade for the BSHA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and meet with the program Chair.

Core Courses (39) Credits:

HA 110	Introduction to Healthcare Management	3
PHIL 350	Organizational Law and Ethics	3
BUS 225	Information Systems Operations and Analysis	3
PH 100	Introduction to Public Health	3
HA 400	Principles of Epidemiology	3
HA 410	Research Methods in Healthcare	3
HA 320	Healthcare Policy and Economics	3
HA 330	Healthcare Regulatory Compliance and Accreditation	3
HA 340	Healthcare Payment Systems	3
HA 420	Quality Performance Management in Healthcare	3
HA 430	Risk Management in Healthcare	3
HA 440	Introduction to Strategic Planning and Organizational Management in Healthcare Organizations	3
HA 450	Leadership in Healthcare	3

Subtotal: 39

Core courses to be completed if no track chosen (12 credits)

BUS 200	Organizational Behavior	3
HA 220	Global Perspectives in Healthcare	3
PSYC 200	Emotional Intelligence	3
SCI 210	Survey of Science and Technology	3

Subtotal: 12

Track Courses

Finance Track:

Track courses to be completed in the Finance Track (12 credits)

ACC 225	Financial Accounting	3
BUS 290	Microeconomics	3
BUS 350	Corporate Finance	3
BUS 400	Financial Statement Analysis and Management	3

Subtotal: 12**BSHA Program Costs**

For program costs, please see the Distance Education Tuition and Fees section.

Bachelor of Science in Public Health (BSPH)

Program Location	Distance Education/Online - Bachelor of Science in Public Health (BSPH)
Program Credits	Bachelor of Science in Public Health (BSPH) - 120 Credits
Program Length	Bachelor of Science in Public Health (BSPH) 10 Trimesters, 160 Instructional Weeks or 20 Trimesters, 320 Instructional Weeks
Time to Complete	Bachelor of Science in Public Health (BSPH) 40 Months or 80 Months

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Code: 21-1094.00, 21-1091.00, 21-1093.00, 19-1041, 19-4042, 19-5012

Mission Statement:

The Bachelor of Science in Public Health Program's mission is to cultivate academic and healthcare leaders who can advance and promote public health, by means of a curriculum that strengthens skills, and promotes critical thinking, engagement, and learning.

Program Learning Outcomes

- Analyze health care systems and policies, considering their legal, ethical, economic, and regulatory dimensions, and the roles, influences and responsibilities of the different agencies and branches of government.

- Apply principles of population health, including the science of human health and disease, to identify health-related needs, determinants of health disparities, and opportunities for promoting and protecting health across the life course.
- Incorporate existing knowledge in public health analyses, in recognition of the discipline's focus on evidence-based practice.
- Demonstrate project planning skills, including needs assessment, goal setting, program design/development, implementation, and evaluation.
- Communicate public health messages effectively among diverse populations.
- Explain the history of public health, its philosophy, core values, concepts, and functions across the globe and in society.

ADMISSION REQUIREMENTS

1. Complete an online application for admission.
2. Participate in an interview with a University Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations. If the applicant is under the age of 18, enrollment documents must be signed by a parent or guardian.
4. Submit documentation of high school graduation or equivalent.
5. Individuals with 15 or more college-level credits are required to have a 2.25 GPA in post-secondary education.
 - a. Applicants with 15 or more college-level credits and a GPA of 2.0-2.24 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 2.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
6. Bachelor of Science in Public Health Transfer Credit Evaluation: Only undergraduate level courses in which a grade of C (70%) or better was received will be evaluated for transfer credit. A maximum of ninety (90) total credits may be considered for transfer, subject to the following criteria:
 - a. A maximum of thirty (60) credits may be accepted from alternative credit options, such as CLEP/AP/IB/ACE, etc.
 - b. A maximum of thirty (30) credits may be accepted from military training or work experience
 - c. All undergraduate students must complete at least thirty (30) credits in-residence at West Coast University
 - d. At least twenty-four (24) of the in-residence credits must come from core program courses

Additional criteria for transfer credit by type of credit is as follows:

General Education Credits (39 cr.)

- Students may transfer up to thirty-three (33) general education credits. All general education courses considered for transfer credit must reflect content aligned with one or more of the BSPH general education competencies.
- All students are required to complete FYS002: Foundations of Success and CAPS402: General Education Capstone in-residence or equivalent.

Elective Credits (30 cr.)

- Students may transfer up to thirty (30) elective course credits.

Program Core & Track Credits (51 cr.)

- Students may transfer up to twenty-seven (27) core and track course credits. All core and track courses considered for transfer credit must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all post-secondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's BSPH program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first semester of coursework in the BSPH program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, he/she would not be admitted into the program. Please refer to the "Good Standing" (p. 77) policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the BSPH degree. Decisions regarding transferability of credit are made by the BSPH program Dean or Director.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the BSPH program would be subject to the university dismissal policy.

PUBLIC HEALTH CURRICULUM

To achieve the graduation requirement of 120 credits, all students must complete 39 credits of general education courses. However, six of the general education credits will be fulfilled by two core courses; therefore, to reach the 120 credits for graduation, an additional six credits of electives will be required. Students may request to satisfy general education credit requirements through transfer credit per university policy.

General Education Requirements

Category and Requirements	WCU Course Requirements	Transferable / Options
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	Written communication courses cover the use of writing as a means of conveying information. In these courses, students will utilize discussions, papers, essays, research, etc. to examine, analyze, and transmit information in an appropriate academic or professional manner. (Transferable courses will generally have ENG, JRN, or COM prefix)	Any course that meets the General Education category and requirements.
A2. Oral Communication(2.5 Semester Credits Minimum)	Oral communication courses cover the use of language and speech as a means of conveying information. In these courses, students will utilize language and speech to disseminate information to audiences as appropriate. (Transferable courses will generally have SPE, COM, JRN, ENG, or BUS prefix)	Any course that meets the General Education category and requirements.
A3. Critical Thinking (5.0 Semester Credits 2 Minimum)	Critical thinking courses provide the skills necessary to make complex decisions. In these courses, students will utilize complex thinking, logic, and other skills to analyze decision making processes. (Transferable courses will generally have PHI, LOG, or COM prefixes)	Any course that meets the General Education category and requirements.
A4. Quantitative Reasoning (5 Semester Credits and 2 Courses Minimum)	Quantitative reasoning courses provide the skills to process, analyze, and interpret data. In these courses students will utilize math to solve problems. (Transferable courses generally have MAT or STAT prefixes)	Any course that meets the General Education category and requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition	Social and behavioral science, cultural diversity, and tradition courses cover a broad range of humanities disciplines. Courses in this competency may cover social interactions, human behavior, cultural diversity, aesthetic awareness, art	Any course that meets the General Education category and requirements.

(8 Semester Credits and 3 Courses Minimum) appreciation and creation, history, civic duty, and other areas in the field. (Transferable courses generally have SOC, SSC, PSY, ART, HIS, LIB, ENG, ANT, REL, POL, LNG, CRJ, or related prefixes)

B2. Life and Physical Sciences (2.5 Semester Credits and 1 Courses Minimum)	Life and Physical Science courses cover vary disciplines within the scientific field. Courses in this field may cover any scientific discipline within life and physical sciences. (Transferable courses generally have BIO, CHEM, PHYS, ENV, NRM, or SCI prefixes)	Any course that meets the General Education category and requirements.
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B3. General Education Capstone (3 Semester Credits)	CAPS 402 (p. 453) (3): General Education Capstone	Non-transferable
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In addition to the courses above, all students must complete FYS 002 (3): Foundations of Success (Non-transferable). A minimum of 39 credits is required for graduation

Elective Requirements:

To achieve the graduation requirement of 120 credits, all students must complete 30 credits of electives. Students may request to satisfy all or a portion of the elective credit requirements through transfer credit for previous education. Additionally, students may complete available online course offered by the university to satisfy elective credit (some restrictions apply). Unless otherwise requested, students will take the following university courses to meet the elective requirements:

- BUS 250 (p. 449): Project Management 3
- HA 110 (p. 465): Introduction to Healthcare Management 3
- HA 320 (p. 465): Healthcare Policy and Economics 3
- HA 330 (p. 465): Healthcare Regulatory Compliance and Accreditation 3
- HA 420 (p. 466): Quality Performance Management in Healthcare 3
- HA 430 (p. 466): Risk Management in Healthcare 3
- PH 200 (p. 531): Software Applications 3
- PHIL 435 (p. 572): Methods of Conflict Resolution 3
- PSYC 200 (p. 573): Emotional Intelligence 3
- SCI 210 (p. 580): Survey of Science and Technology 3

Total Credit Hours: 36

Bridge Courses:

Students who have completed at least thirty-nine (39) credits of coursework with a cumulative GPA of at least 3.0 may also satisfy up to nine (9) credits of elective coursework through the completion of three (3) credit graduate level courses in-residence. All in-residence three (3) credit graduate level courses completed as part of an undergraduate program may be used to satisfy graduate requirements.

Public Health Bridge

PH 500 (p. 532): Foundations of Public Health 3

PH 515 (p. 533): Cultural Diversity and Health Disparities in Public Health
3

PH 536 (p. 533): Environmental and Occupational Health 3

Total Credit Hours: 9

To achieve the graduation requirement of 120 credits, all students must complete 51 credits of core and track courses. Core courses provide students with the specific discipline experience required for the degree. Tracks allow students to create interdisciplinary degrees based on personal career goals. All students will complete at least 39 core course credits as detailed below. The remaining 12 credits are based on the program track the student is enrolled in.

A minimum grade of a "C-" (70%) will be required to receive course credit in the BSPH program. Should a student receive a "D+" (<70%) grade or lower, it will not be considered a passing grade for the BSPH program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and meet with the program Chair.

Core Courses (39) Credits:

HA 220	Global Perspectives in Healthcare	3
HA 400	Principles of Epidemiology	3
HA 410	Research Methods in Healthcare	3
PH 100	Introduction to Public Health	3
PH 300	Public Health Cultural Competency	3
PH 310	Health Policy and Management	3
PH 320	Social Determinants of Health	3
PH 330	Nutrition	3
PH 340	Health Promotion/Health Psychology and Human Behavior	3
PH 420	Environmental Health	3
PH 440	Biostatistics	3
PH 450	Capstone	3
PHIL 350	Organizational Law and Ethics	3

Subtotal: 39

Track courses (12) Credits:

HA 450	Leadership in Healthcare	3
PH 400	Public Health Communication	3
PH 410	Professional Writing in Public Health	3
PH 430	Planning Public Health Programs	3

Subtotal: 12**BPH Program Costs**

For program costs, please see the Distance Education Tuition and Fees section.

DENTAL HYGIENE**Dental Hygiene (BSDH), Bachelor of Science**

Program Location	Orange County
Program Credits	124 Credits
Program Length	7 Semesters, 140 Instructional Weeks
Time to Complete	34 Months

Standard Occupational Classification (SOC) Code: 29-2021.00

Program Mission: The Dental Hygiene Department's mission is to shape the future of dentistry by graduating highly qualified dental hygienists with the knowledge, skills, and values for lifelong learning through excellence in education, patient care, research, community service, public health, faculty, and facilities.

Program Objective: The objective of the BSDH program is to prepare students to become competent in the knowledge, skills and values of dental hygiene while building upon a liberal arts and science educational background that expands their view of oral health and disparity. This program focuses on the development of dental hygienists as life-long learners with the ability to critically think and with a commitment to professional leadership. Upon program completion and the Dental Hygiene National Board Examination, the graduate will be eligible to take state and regional licensing exams to become a Registered Dental Hygienist [some additional requirements may be necessary depending on the specific state or regional criteria at the time of the examination].

Program Learning Outcomes: Upon successful completion of the program and as required for licensure, the entry-level dental hygienist will be able to:

1. Practice professional behavior in the provision of patient care.
2. Exhibit critical thinking skills through evidence based decision making.
3. Demonstrate effective communication skills with diverse populations.
4. Provide competent oral health care to individuals at all stages of life.

5. Apply public health promotion skills in a variety of settings.
6. Recognize the importance of lifelong learning and professional growth and development to maintain competence in an evolving health care system.

ADMISSION REQUIREMENTS

Applicants, including applicants for advanced standing, for the Bachelor of Science Degree in Dental Hygiene (BSDH) program must:

1. Complete a minimum of 8 hours of observation of at least two dental hygienists in clinical practice. The applicant must have the dental hygienist sign the verification form and the applicant must write a response paper following the stated parameters. Observation hours will not qualify if the license cannot be verified and/or if the applicant observes a dentist or dental assistant. Observation hours are considered as valid for one year;
2. Pass the Assessment Technologies Institute, LLC (ATI™) Test for Essential Academic Skills (TEAS®) (ATI TEAS) with a minimum Individual Total Score at or above 50.0. The applicant must wait one (1) week to retest between the first and second ATI TEAS exam. An applicant has two attempts at the ATI TEAS exam. If an applicant does not pass the ATI TEAS exam after two attempts, the applicant must wait 6 months for a third attempt with a proof of remediation is also required. Passing ATI TEAS scores are valid for one year. Individuals who are unable to score at or above 50.0 may be admitted to the program under the following conditions:
 - a. Must achieve a minimum summative score between 120.0 or above and a total score below 50.0 on the ATI TEAS Examination.
 - b. Must enroll in General Education courses.
 - c. Must meet regularly with an Advisor and assigned tutor.
 - d. Pass the ATI TEAS with a minimum composite score of 50.0 in order to progress into Dental Hygiene Core Courses.
 - e. Students unable to achieve a passing ATI TEAS score before the conclusion of General Education coursework will be dismissed from the University, however, may reapply for admissions. Those unable to meet the terms of admission to the program may be referred to the Student Conduct Committee and may be dismissed from the university.

Please Note: Application deadlines and information about the ATI TEAS Examination and Dental Hygiene Observation are provided during the application process and at Information Sessions.

Dental Hygiene Transfer Credit Evaluation: Dental hygiene applicants requesting transfer credit evaluation must provide official transcripts no later than the application deadline. Only general education and pre-requisite coursework will be considered and evaluated for transfer credit, and all general education and prerequisite course(s) for the dental hygiene program must have been taken at an appropriately accredited institution. To receive transfer credit for this program, General Education and pre-requisite courses must have been successfully completed with a grade of at least a "C". Science courses must be taken within the last five years to be accepted for transfer credit. Each of the core dental hygiene courses must be taken in-residence and taken in succession. The maximum allowable transfer credits applied to the Dental Hygiene program shall not exceed 40 credits. Authority for all final transfer credit decisions is given to the Program Dean/Chair. Students who submit an application for the Bachelors of Science in Dental Hygiene program without a request for transfer credit evaluation will not be awarded credit for any prior coursework.

Selection Process: Dental Hygiene program applicants will be notified of acceptance status once the completed application and supporting documentation have been evaluated and the selection process has concluded. The selection process includes an objective evaluation of:

- The ATI TEAS sub-scores based on the means for Category S (maximum points possible are Reading 15, Math 20, Science 25, and English and Language Usage 15) and Individual Total Score; and
- The Dental Hygiene Observation verification forms and response paper.

Based on a 100 point scale, 75 maximum points from the ATI TEAS and 25 maximum points from the Dental Hygiene Observation documents, applicants are ranked and selected for admission into the Dental Hygiene program. There is no waiting list for subsequent admission. Applicants not selected must reapply and resubmit all required materials.

Dental Hygiene Deadlines for Previous General Education (GE) and Challenge Credits

Any student petitioning to transfer credits into the Dental Hygiene Program from previously attended institution(s) must submit a sealed transcript from the originating institution by the application deadline. Challenge credit is not available for the Dental Hygiene program core courses.

Dental Hygiene GE Challenge Exam Additional Requirements

GE challenge examinations must be completed by the application deadline. Additionally, prospective Dental Hygiene students must submit a written request to the campus Academic Dean and if approved, the challenge examination will be administered prior to the application deadline and student selection process. There are NO challenge examinations for previous dental hygiene, dental assisting, or dental courses.

PROGRAM INFORMATION AND DISCLOSURES

Dental Hygiene Program Clinical Requirements

Prior to taking the core Dental Hygiene curriculum, Dental Hygiene students must:

1. Meet the requirements as outlined in the "Essential Functions of a Dental Hygienist"*;
2. Obtain a criminal background clearance*;
3. Undergo drug screening and other requirements as applicable to West Coast University policy and/or state licensure requirements*;
4. Meet all clinical requirements including strict adherence to the current institutional Dental Hygiene Program Blood borne Pathogens Policy and Exposure Control Plan and Respiratory Protection Program;
5. Provide acceptable proof of adequate health insurance coverage*;
6. Submit documentation of immunization and tuberculosis clearance*;
7. Provide and maintain a current Basic Life Support (BLS) certification including health care provider CPR with AED*;
8. Expect the hours and days to vary depending on the term schedule;
9. Expect the term schedule to be final and non-negotiable, and if a student refuses a clinical assignment, he/she will be terminated from the program.

**Information regarding these requirements is provided during the application process and at the Dental Hygiene program orientation.*

Dental Hygiene Licensure Requirements

To practice as a Dental Hygienist in California, you must be licensed in California by the Dental Hygiene Board of California. Applicants must pass the clinical examination, written examination in California dental law ethics, and undergo a criminal history investigation, prior to receiving a license.

1. Complete an application for licensure to include a photograph and verification of graduation from an accredited dental hygiene program.
2. Submit to a Livescan as part of the requirements of the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI). A License will not be issued until the board receives the background information from DOJ.
 - a. Processing times may vary, depending on when the Board receives documents from University, agencies, and other states or countries. The time to process an application indicating a prior

conviction(s) may take longer than other applications. Delays may also occur with the fingerprint processing by the Department of Justice and/or the Federal Bureau of Investigation (FBI).

- b. Applicants must report any convictions or pleas of nolo contendere even if a subsequent order was issued which expunged or dismissed the criminal record under the provisions of section 1203.4 of the Penal Code. Applications may be denied for knowingly falsifying an application pursuant to section 480(c) of the Business and Professions Code.
 - c. A license may be denied if the candidate has:
 - Been convicted of a crime. A conviction within the meaning of this section means a plea or verdict of guilty or a conviction following a plea nolo contendere. Any action that a board is permitted to take following the has been affirmed on appeal, or when an order granting probation is made suspending the imposition of sentence, irrespective of a subsequent order under the provisions of Section 1203.4 of the Penal Code.
 - Done any act involving dishonesty, fraud, or deceit with the intent to substantially benefit himself or herself or another, or substantially injure another.
 - Done any act that if done by a licensed Dental Hygienist, would be grounds for suspension or revocation of license.
 - Knowingly made a false statement of fact required to be revealed in the application for the license.
 - d. Notwithstanding any other provision of this code, no person shall be denied a license solely on the basis that he or she has been convicted of a felony if he or she has obtained a certificate of rehabilitation under Chapter 3.5 (commencing with Section 4852.01) of Title 6 of Part 3 of the Penal Code or that he or she has been convicted of a misdemeanor if he or she has met all applicable requirements of the criteria of rehabilitation developed by the board to evaluate the rehabilitation of a person when considering the denial of a license under subdivision (a) of Section 482.
 - e. The board may deny a license pursuant to this subdivision only if the crime or act is substantially related to the qualifications, functions, or duties of the business or profession for which application is made.
3. Successfully complete the National Board of Dental Examiners' examination for dental hygienist.
 4. Provide verification of completion for soft tissue curettage, administration of local anesthetic agents, and administration of nitrous oxide and oxygen.
 5. Pay all required fees.

Dental Hygiene Program Disclosure

The Dental Hygiene Board of California will not issue a Registered Dental Hygienist (RDH) license to anyone without a United States – issued social security number. Students who do not have a United States – issued social security number will be ineligible for licensure in the state of California, and therefore will be ineligible for employment as a Registered Dental Hygienist in this state. However, graduates may be eligible for Dental Hygienist licensure in some states that do not require a social security number. Some state boards will issue licensure in their state without residence in the state or a U.S. issued Social Security Number.

Blended Format in the Core Dental Hygiene Courses

Select core courses in the Dental Hygiene program will be offered in a blended delivery format. Blended courses combine traditional or face-to-face classroom instruction with an online learning modality. In preparation for the blended courses, students must:

1. Complete the FYS 001 course, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended courses;
2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access as noted in the University Student Handbook.

DENTAL HYGIENE CURRICULUM

This curriculum applies to students matriculating or reentering after June 12, 2017.

General Education

Category and Requirements	WCU Course Requirements	Transferable / Options
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	**ENGL 140 (3): Written Communication I **ENGL 240 (3): Written Communication II	Any equivalent courses that meet the General Education categorical requirements.
A2. Oral Communication (2.5 Semester Credits Minimum)	**SPCH 142 (3): Oral Communication	Any equivalent courses that meet the General Education categorical requirements.
A3. Critical Thinking (2.5 Semester Credits Minimum)	**PHIL 341 (3): Critical Reasoning	Equivalent to PHIL 341 (p. 571)
A4. Quantitative Reasoning (5 Semester Credits and 2 Courses Minimum)	MATH 108 (3): College Mathematics I MATH 211 (p. 470) (3): Statistics	Any equivalent courses that meet the General Education categorical requirements.
B1– Social and Behavioral Sciences (5 Semester Credits and 2 Courses Minimum)	**PSYC 160 (3): Psychology SOC 280 (p. 580) (3): Sociology	Equivalent to PSYC 160 Equivalent to SOC 280 (p. 580)
B2. Life and Physical Sciences (14 Semester Credits and 5 Courses, 5 with Labs Minimum)	ANAT 260 (4): Human Anatomy PHYS 261 (4): Human Physiology CHEM 280 (p. 453) (4): Chemistry CHEM 295 (p. 454) (2): Biochemistry DH CHEM 295L (p. 455)(1): Biochemistry Lab	Equivalent to ANAT 260 Equivalent to PHYS 261 Equivalent to CHEM 280 (p. 453) Equivalent to CHEM 295 (p. 454) Equivalent to CHEM 295L (p. 455) Equivalent to MICR 290 (p. 470)

	DH	
	MICR 290 (p. 470)	
	(4): General Microbiology	
B3. General Education	CAPS 401 (p. 453)	Non-transferable
Capstone (3 Semester	(3): General Education	
Credits)	Capstone	

A minimum of 46 credits is required for graduation.

* The following course must have been taken in the last 5 years: ANAT 260, CHEM 280 (p. 453), CHEM 295 (p. 454), CHEM 295L (p. 455), MICR 290 (p. 470), and PHYS 261.

* The following courses must have been taken at WCU: FYS 001 (p. 464) and CAPS 401 (p. 453).

Core Dental Hygiene Courses

DHYG 302	Introduction to Dental Hygiene Practice w/Lab	4
DHYG 303	Infection Control Lab	1
DHYG 305	General Pathology Immunology and Medical Terminology	2
DHYG 312	Pre-Clinical Dental Hygiene I w/Lab	4
DHYG 315	Oral Pathology	3
DHYG 322C	Pre-Clinical Dental Hygiene II	4.5
DHYG 324	Cultural Competency in Healthcare	1
DHYG 325	Medically Compromised Care & Emergencies	3
DHYG 332C	Pre-Clinical Dental Hygiene III	3.5
DHYG 335	Dental Radiology Science w/Lab	2
DHYG 341	Dental Embryology Histology and Anatomy w/ Lab	3
DHYG 345	Dental Radiology Interpretation w/Clinic	1.5
DHYG 351	Preventive Dentistry and Risk Assessment	2
DHYG 355	Head & Neck Anatomy	2
DHYG 360	Pain Management w/Lab	3
DHYG 362	Dental Materials w/Lab	2.0
DHYG 370	Basic and Applied Pharmacology	3

DHYG 375	Introduction to Periodontology	2
DHYG 402	Clinical Seminar	1
DHYG 405C	Clinical Practice I	2.5
DHYG 412	Clinic Seminar II	1
DHYG 415C	Clinical Practice II	3
DHYG 422	Clinic Seminar III	1
DHYG 425C	Clinical Practice III	3
DHYG 430	Biochemistry and Nutrition	2
DHYG 432	Clinical Seminar IV	1
DHYG 435C	Clinical Practice IV	3.5
DHYG 440	Research Methodology	2
DHYG 442	Applied Research Lab	1
DHYG 450	Ethics Seminar	1
DHYG 455	Dental Public Health	2
DHYG 465	Community Dental Health Project	1
DHYG 470	Practice Management and Jurisprudence	2
DHYG 475	Applied Periodontology	2
DHYG 482	Advanced Dental Hygiene Topics	1
DHYG 492	Professional Development Project	1.5

Subtotal: 78.0

Program Credit Distribution

BSDH

General Education Semester Credits	46.0
Core Dental Hygiene Semester Credits	78.0
Total Program Semester Credits	124.0

COLLEGE OF NURSING

West Coast University (WCU) is committed to the education of students who have the desire to enter or advance in the nursing profession at various levels of experience. Nursing students are supported through innovative methods to develop critical thinking skills necessary to provide nursing interventions to a diverse population. The mission of the College of Nursing is to provide evidence based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care responsive to the needs of the community and the global society. The philosophy of the College of Nursing is that education is a continuous process, occurring in phases throughout an individual's lifetime. Nurses are lifelong learners and critical thinkers.

The purpose of the Nursing programs at WCU is to provide the essential body of knowledge and experiences necessary to prepare students for the program of their choice based on their level of experience. WCU offers the Bachelor of Science (BSN) degree in Nursing for those students desiring

to enter the nursing profession. The University also utilizes a career ladder approach to enable Licensed Vocational Nurses and Registered Nurses who hold an Associate Degree or Diploma in Nursing to earn their BSN. WCU also offers the Master of Science (MSN) degree in Nursing, preparing RNs for advanced nursing practice roles, and post-master's certificate programs in nursing education and family nurse practitioner.

College of Nursing Residency Requirements:

- Pre-Licensure Nursing Program: 30 Credits Minimum
- RN-BSN Program: 30 Credits Minimum
- RN-MSN Advanced Generalist, Informatics, Leadership or Educator: 36 Credits Minimum
- RN-MSN-FNP: 56 Credits Minimum
- MSN-Advanced Generalist, Informatics, Leadership or Educator: 24 Credits Minimum
- MSN-Family Nursing Practitioner: 41 Credits Minimum
- Post-Family Nursing Practitioner Certificate: 20 Credits Minimum

Nursing California Admissions Requirements and Program Information

The Bachelor of Science in Nursing (BSN) track prepares students to develop nursing competencies while building upon a liberal arts education that expands their world view of the global community. The curriculum is sequential and integrates theory from the biological and social sciences to develop clinical reasoning and communication skill in graduates who will be expected to serve as leaders in the changing healthcare environment. Content is presented in a simple to complex format and is organized using seven strands to help conceptualize the professional nursing role, including nursing process, research, therapeutic care, teaching/learning, communications, and role development, and incorporates theory and practice to meet the "Essentials for Baccalaureate Education for Professional Nursing Practice" (AACN, 2008).

Each Essential is presented throughout the curriculum in the classroom and operationalized in clinical settings. Incorporation of the nursing process allows the nursing student to differentiate the independent, dependent, and interdependent functions of nursing.

The General Education courses provide the foundation for the nursing major and continued learning in all educational programs. The addition of both clinical and non-clinical nursing courses in each program prepares graduates for practice at differing levels of experience and responsibility from entry to the nursing profession through the baccalaureate level.

The nursing curriculum provides the opportunity for the student to acquire the professional nursing knowledge and skills necessary to assist patients to an optimal level of health. This is accomplished through an integration of theoretical nursing knowledge with essential clinical skills. Students are provided the opportunity to practice in a changing health care environment in acute and long-term care facilities, as well as in community settings.

BSN Programs – Learning Outcomes:

Upon graduation from West Coast University, students will have met the following Program Learning Outcomes:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical and social sciences.
2. Plan preventive and population focused interventions with attention to effectiveness, efficiency, cost, and equity.

3. Support therapeutic nursing interventions for patients and families in a variety of healthcare and community settings using evidence based practice.
4. Apply nursing process and critical thinking when providing holistic, patient centered nursing care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Comply with the professional standards of moral, ethical, and legal conduct in practice.
7. Develop an effective communication style to interact with patients, families, and the interdisciplinary health team.
8. Model leadership with providing safe, quality nursing care; coordinating the healthcare team; and when tasked with oversight and accountability for care delivery.
9. Use patient care technology and information systems when providing nursing care in a variety of settings.

PROGRAM INFORMATION AND DISCLOSURES

Pre-Licensure Nursing Requirements prior to clinical assignments (BSN & LVN to BSN and LVN 30 Unit Option):

1. Obtain a criminal background clearance (information on how to obtain this clearance will be provided to students during the enrollment process). A misdemeanor or felony may interfere with clinical placement and subsequent licensure as a Registered Nurse;
2. Submit documentation of required immunizations;
3. Provide and maintain a current American Heart Association Basic Life Support (CPR) for Health Providers;
4. Provide a current Fire Card, where required;
5. Meet the requirements outlined in the "Essentials of RN Job Functions" as documented by a licensed Physician, Nurse Practitioner or Physician Assistant;
6. Undergo drug screening.
7. Provide acceptable proof of adequate health insurance coverage;
8. Comply with clinical site specific requirements.

Nursing Residency Requirements

A minimum of 30 credits must be taken at WCU for the BSN and LVN to BSN programs. Exceptions may be considered.

Registered Nurse Licensure Disclosure - California

The student satisfactorily completing the pre-licensure BSN or LVN to BSN program is eligible to apply for licensure by the California Board of Registered Nursing (BRN). The California Board of Registered Nursing requires that applicants for a nursing license must provide a United States issued social security number. This requirement will prevent anyone from applying for RN licensure in California and being employed as an RN without a United States issued social security number. Furthermore, prospective students who do not meet this requirement will be unable to sit for the Nursing Board Examination (NCLEX) in California, since the California Board of Registered Nursing will not issue an Authorization to Test (ATT) without a valid social security number.

Examination Fees

Students Enrolled in the August 2013 Term and After

Starting in the August 2013 term, new/reentry students will be required to pay for Authorization to Test (ATT) fees and NCLEX-RN fees as part of the NCLEX Incentive Program. This program is designed to provide a financial incentive for students to pass the examination on first attempt. Upon enrollment in NURS 493 *Integration of Nursing Concepts* (p. 477), the student account will accrue a

one-time charge for examination and licensure fees. The University will forward these funds to Pearson (NCLEX) and the State Board of Nursing. On successfully completing the NCLEX examination on first attempt, the University will refund the testing fees noted above and provide the student with a financial incentive. Please see the campus Testing Coordinator for the NCLEX Incentive Program eligibility criteria.

Immunizations

Based on the CDC Recommended Immunizations for Health-Care Personnel (HCP), all HCPs must submit documentation of immunization to Hepatitis B (*series of three doses with anti-HBs serologic testing 1-2 months after dose #3*), proof of immunity to Hepatitis B, or a signed declination; Measles, Mumps, Rubella (MMR); Varicella (chickenpox); and Tetanus, include Influenza (yearly), Hepatitis A, and Pneumonia. For some individuals, a titer test will be indicated vs. vaccinations. Titer tests showing immunity to listed pathogens are acceptable. Titer tests showing a negative response require appropriate immunizations and follow-up titers must be completed and submitted. Diphtheria and Pertussis (booster every 10 years) are highly recommended immunizations for HCPs. If one or more of the listed immunizations are contraindicated, documentation must be submitted clearly identifying the reason(s). Clinical laboratory reports with the facility stamp and a medical doctor's signature is required. See the Nursing Student Handbook for additional information. WCU's clinical site partners require students to provide proof of immunization against SARS-CoV-2 (COVID-19) to participate in the clinical experience rotation at their site. In addition, healthcare settings require proof of immunization including against SARS-CoV-2 (COVID-19) for employment. If the student is unable to fulfill the clinical site's requirements, they will not be able to progress towards their degree, and may be withdrawn from the program.

For more information on immunizations and vaccines, visit the *Center for Disease Control and Prevention* website at <http://www.cdc.gov/vaccines/>.

Public Health Nurse Certification

Graduates of the BSN program at West Coast University, and who have obtained an unobstructed RN license in the State of California, will be eligible to apply for Public Health Nurse Certification with the California Board of Registered Nursing (BRN). For information the Public Health Nurse Certification application process, visit the California Board of Registered Nursing website at www.rn.ca.gov

NURS 493 (p. 477) Comprehensive Predictor

Each student will take the ATI Comprehensive Predictor Assessment during the last week of the NURS 493 course. Each student must achieve an ATI predictive probability of passing NCLEX at or above 92%. Each student will have ONE (1) attempt to meet the benchmark.

NURS 493 is graded on a Pass/No Pass scale. Only students who meet the benchmark will be given a "Pass" (P) for the course and be allowed to graduate from the program. Students who do not achieve a score of 92%, will be given a "No Pass" (NP) grade and will need to take NURS 493R (p. 477) at no additional cost or units the following term.

Students scoring at least or above 92% probability of NCLEX success on the ATI Comprehensive Predictor given in week 9 of the course will:

1. Complete a focused review of the Comprehensive Predictor
2. Attend the full ATI Live Review
3. Work through the ATI Live Review Study plan to prepare for NCLEX
4. Students will be enrolled into the Virtual ATI online NCLEX review for post-graduation support to prepare for NCLEX. Students scoring below 92% probability of NCLEX success on the ATI Comprehensive Predictor will be required to complete the following:
 1. NURS 493R course at no additional cost including:
 - a. Completing alternative capstone assignments
 - b. Completing ATI assessments
 - c. Retaking the ATI Comprehensive Predictor

- d. Attending the ATI Live Review if Comprehensive Predictor is passed.
2. Students who have taken NURS 493R and passed the course will be identified as needing additional support and, after attending the Live Review and meeting all University requirements to graduate and test for NCLEX, will be enrolled in the Virtual ATI online NCLEX review for continued post-graduation review and support to prepare for NCLEX.

Nursing Corequisite Course Drop

Pre-licensure Nursing students who are enrolled in courses with corequisites must maintain enrollment in both courses throughout the term. If a student is seeking to drop, or is dropped/withdrawn from a course with a corequisite, the co-requisite course will also be dropped. The drop of the corequisite will not count as an unsuccessful attempt. When a student drops, or is dropped/withdrawn from a course with a corequisite after the Withdrawal (W) deadline, as published in the University Catalog, the student *will* be permitted to continue in the corequisite course.

Transfer Credit Requirement:

To receive transfer credit for this program, previous General Education course must have achieved a grade of at least a "C", and Core courses require a minimum grade of a "C+". Approval on transfer credit is based on the program's discretion.

ADMISSION REQUIREMENTS

BSN Entrance Examination Requirements

BSN applicants will have a maximum of two attempts, a week apart, to successfully pass the admissions exam. If an applicant does not pass the admissions exam after two attempts, he or she must wait a period of 6 months to retest and must provide proof of remediation. WCU only collects Verbal and Quantitative scores for SAT and ACT and must be within three (3) years of enrollment date. HESI exam scores must be within three (3) years of enrollment date. TEAS exam scores must be within three (3) years of enrollment date.

BSN & LVN-BSN Transfer Credit Evaluation

BSN applicants requesting transfer credit evaluation must provide official transcripts by the Friday before the first day of the first term in order to be admitted to the university. General education, prerequisites, and core nursing coursework taken from regionally accredited institution will be considered and evaluated for transfer credit. All general education, prerequisite, and core nursing coursework must have been taken at an appropriately accredited institution. For nursing credits to be considered for transfer credit there can be only one year between the end of the last nursing course taken at a previous institution and the beginning of the first course at West Coast University. Exceptions may be considered. Science courses must be taken within the last five years to be accepted for transfer credit. Course syllabi for courses previously taken at another nursing program should be submitted for review to the campus dean for nursing. The maximum allowable transfer credits applied to the BSN program shall not exceed 52 credits of general education. For additional information on receiving nursing credit for previously completed nursing courses, see the Challenge Credit policy. Authority for all final transfer credit decisions is given to the Program Dean/Chair.

LVN-BSN Licensure Requirements

LVN to BSN applicants who possess a current unobstructed LVN license may be admitted into the West Coast University LVN to BSN program without requiring transcripts if they meet all other specific program admission requirements, which would include military training. LVN's who were able to obtain their LVN license using their military training as the academic qualifier and those who have graduated from a school that has since closed and transcripts are no longer available.

LVN to RN 30 Unit Option

In addition to the 120 Unit LVN to BSN program, West Coast University offers a 30 unit option for Licensed Vocational Nurses (LVN) as required by the California Board of Registered Nursing (BRN). Students considering taking the 30 unit option will take Physiology, Microbiology, and selected pre-licensure nursing courses. Students who choose the 30 unit option will not receive a certificate or degree from West Coast University and are not considered a graduate of the University. Students interested in the 30 unit option must declare this option prior to enrolling in the WCU LVN to BSN program. Once students have enrolled and have started the WCU LVN to BSN program, the 30 unit option is not available. Financial aid is not available for students choosing the 30 unit option since this is not a pathway leading to a degree.

Students who successfully complete the LVN to RN 30 Unit Option will be eligible to take the NCLEX-RN examination. *More information can be found in the RN Student Handbook on the West Coast University website. Please contact the campus Nursing department for further details.*

RN to BSN Transfer Credits

The RN to BSN program awards 42 transfer credits for an unobstructed current RN license issued in the United States and up to 42 credits of general education transfer credits (total of 84 transfer credits).

Students enrolled in the RN to BSN program are exempt from specific general education requirements. There is no science recency requirement for RN to BSN students.

Students who request transfer credits for courses in the core curriculum must submit official transcripts by the first day of the first term in which the student commences his or her education at the University.

Students requesting additional general education transfer credits must provide official transcripts no later than six months after the start of the semester in which the student commences his or her education at the University. Only college-level coursework will be considered for transfer credit. All coursework must have been taken at an institution accredited by an agency recognized by the United States Department of Education.

BSN and LVN-BSN Admissions Requirements-CALIFORNIA (Effective Spring I, 2022)

- Submit a completed WCU application for admissions
- Participate in an admissions interview arranged by a University admissions advisor
- Submit WCU approved documentation of high school graduation or equivalent; (Please Note: Foreign high school diplomas/credentials or their equivalent must have an official evaluation performed by an approved organization)
- Complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age)
- Meet program specific entrance requirements
 - Submit all postsecondary transcripts:
 - Applicants with 18 or more postsecondary credits, from institution recognized by an accreditation body approved by the U.S. Department of Education, will be evaluated on their cumulative grade point average.
 - Applicants with fewer than 18 postsecondary credits, from institution recognized by an accreditation body approved by the U.S. Department of Education will be evaluated based on their high school cumulative grade point average.
 - Applicants to the LVN-BSN program must provide proof of current unobstructed licensure as a Licensed Vocational Nurse (LVN).
 - Must achieve an acceptable composite score based on entrance examination and cumulative GPA requirements defined as follows:

- Applicants with a composite point value of 8 or above (combination of Entrance Exam and cGPA) will be admitted to the program.
- Any applicant with an entrance examination score or Cumulative GPA requirement below the requirement noted in the tables below will be denied admissions.

Composite Score

8+ =	Admitted
< 7	Denied

A student scoring less than a 76 on the HESI or with a GPA of less than a 2.0 will be denied admissions to the University.

Entrance Exam Point Value:

ACT	SAT (2 Sections)	SAT (3 sections)	TEAS	HESI	Point Value
35+	1500+	2300+	90.5+	96-100	20
35	1500+	2300+	90.5+	95	20
34	1465	2250	88	94	19
33	1430	2200	85.5	93	18
32	1395	2150	83	92	17
31	1360	2100	80.5	91	16
30	1325	2050	78	90	15
29	1290	2000	75.5	89	14
28	1255	1950	73	88	13
27	1220	1900	70.5	87	12
26	1185	1850	68	86	11
25	1150	1800	65.5	85	10
24	1115	1750	63	84	9
23	1080	1700	60.5	83	8
22	1045	1650	58	82	7
21	1010	1600	55.5	81	6
20	975	1550	53	80	5
19	940	1500	50.5	79	4
18	905	1450	48	78	3
17	870	1400	45.5	77	2
16	835	1350	43	76	1
<i>Admissions Denied Below Point</i>					
15	800	1300	<43	<76	0

Cumulative GPA Point Value:

3.9+	20
3.8-3.89	19
3.7-3.79	18
3.6-3.69	17
3.5-3.59	16
3.4-3.49	15
3.3-3.39	14
3.2-3.29	13
3.1-3.19	12
3.0-3.09	11
2.9-2.99	10
2.8-2.89	9
2.7-2.79	8
2.6-2.69	7
2.5-2.59	6
2.4-2.49	5
2.3-2.39	4
2.2-2.29	3
2.1-2.19	2
2.0-2.09	1

Admissions Denied Below 2.0

30 Unit Option Admissions Requirements - California

An applicant to the 30 unit option LVN program does not have to take an admission test for entry into the program. The applicant must have an active unencumbered LVN license for admission. If the applicant decides to pursue the LVN-BSN option, admission criteria for the degree program must be met.

Postsecondary Transcripts - California

All applicants must submit all official postsecondary transcripts by the Friday before the first day of the term in order to be admitted to the university.

If official transcripts are not received by this stated deadline or if the official transcripts are submitted and it is found that the student did not meet the academic performance requirements as was demonstrated on the unofficial transcripts, the Individual's Admission to the University would be

cancelled. All state and federal Title IV funds will be returned and the student would be financially responsible for any fees incurred.

An applicant whose transcripts are unavailable (including foreign applicants without a grade point average, or individuals with a high school equivalency) will receive a 3-point value toward program admission, similar to an individual with a 2.25 cumulative grade point average.

Transfer credit will not be awarded based on unofficial transcripts and all students will be scheduled for their first semester of courses based on unofficial transfer credit review. Financial packaging for the first semester will be estimated without transfer credit unless/until official transcripts are received and evaluated. If transfer credit is evaluated after the add/drop date of the first semester, it will be reflected in financial aid offers for the subsequent semester.

RN to BSN (Online) Admissions Requirements

Applicants to the program must meet the following standards:

1. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
 - a. Students awaiting their licensure exam may be admitted if they meet all other admissions criteria but must show proof of licensure prior to entering the third trimester of the program.
2. Individuals with 15 or more college-level credits are required to have a 2.25 GPA in post-secondary education.
 - a. Applicants with 15 or more college-level credits and a GPA of 2.0-2.24 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 2.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
3. Submit official transcripts from a Board of Nursing licensed Associate Degree or Diploma in Nursing program;
 - a. Applicants can be conditionally admitted into the first week of the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period in order to be admitted in to the program.
 - b. Applicants with a valid license may be admitted with approved documentation of earned high school degree or equivalent pending receipt of official transcripts of nursing degree. Official transcripts must be submitted to document program completion.

*All students must have a current and unobstructed license in the United States prior to entering the third trimester of the program; an unobstructed license is required for degree completion and will be verified again prior to entering the practicum course. Failure to present a valid RN license will result in dismissal from the university until such time license is current and unobstructed.

Nursing Florida and Texas Admissions Requirements and Program Information

The Bachelor of Science in Nursing (BSN) track prepares students to develop nursing competencies while building upon a liberal arts education that expands their world view of the global community. The curriculum is sequential and integrates theory from the biological and social sciences to develop clinical reasoning and communication skill in graduates who will be expected to serve as leaders in the changing healthcare environment. Content is presented in a simple to complex format and is organized using seven strands to help conceptualize the professional nursing role, including nursing process, research, therapeutic care, teaching/learning, communications, and role development, and

incorporates theory and practice to meet the "Essentials for Baccalaureate Education for Professional Nursing Practice" (AACN, 2008).

Each Essential is presented throughout the curriculum in the classroom and operationalized in clinical settings. Incorporation of the nursing process allows the nursing student to differentiate the independent, dependent, and interdependent functions of nursing.

The General Education courses provide the foundation for the nursing major and continued learning in all educational programs. The addition of both clinical and non-clinical nursing courses in each program prepares graduates for practice at differing levels of experience and responsibility from entry to the nursing profession through the baccalaureate level.

The nursing curriculum provides the opportunity for the student to acquire the professional nursing knowledge and skills necessary to assist patients to an optimal level of health. This is accomplished through an integration of theoretical nursing knowledge with essential clinical skills. Students are provided the opportunity to practice in a changing health care environment in acute and long-term care facilities, as well as in community settings.

BSN Programs – Learning Outcomes:

Upon graduation from West Coast University, students will have met the following Program Learning Outcomes:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical and social sciences.
2. Plan preventive and population focused interventions with attention to effectiveness, efficiency, cost, and equity.
3. Support therapeutic nursing interventions for patients and families in a variety of healthcare and community settings using evidence based practice.
4. Apply nursing process and critical thinking when providing holistic, patient centered nursing care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Comply with the professional standards of moral, ethical, and legal conduct in practice.
7. Develop an effective communication style to interact with patients, families, and the interdisciplinary health team.
8. Model leadership with providing safe, quality nursing care; coordinating the healthcare team; and when tasked with oversight and accountability for care delivery.
9. Use patient care technology and information systems when providing nursing care in a variety of settings.

PROGRAM INFORMATION AND DISCLOSURES

Pre-Licensure Nursing Requirements prior to clinical assignments (ADN, BSN & LPN to BSN):

1. Obtain a criminal background clearance (information on how to obtain this clearance will be provided to students during the enrollment process). A misdemeanor or felony may interfere with clinical placement and subsequent licensure as a Registered Nurse;
2. Submit documentation of required immunizations;
3. Provide and maintain a current American Heart Association Basic Life Support (CPR) for Health Providers;
4. Provide a current Fire Card, where required;
5. Meet the requirements outlined in the "Essentials of RN Job Functions" as documented by a licensed Physician, Nurse Practitioner or Physician Assistant;
6. Undergo drug screening.
7. Provide acceptable proof of adequate health insurance coverage;

8. Comply with clinical site specific requirements.

Nursing Residency Requirements

A minimum of 18 credits must be taken at WCU for the ADN program offered in Florida only. Exceptions may be considered.

A minimum of 30 credits must be taken at WCU for the BSN and LPN to BSN programs. Exceptions may be considered.

Registered Nurse Licensure Disclosure - Florida

The student satisfactorily completing the pre-licensure BSN or ADN program is eligible to apply for licensure by the Florida Board of Nursing. The Florida Board of Nursing requires that applicants for a nursing license must provide a United States issued social security number. A United States issued social security number is also required to be eligible to sit for the National Council Licensure Examination (NCLEX) in the state of Florida. This requirement will prevent anyone from applying for RN licensure in Florida and being employed as an RN without a United States issued social security number.

Examination Fees

Students Enrolled in the August 2013 Term and After

Starting in the August 2013 term, new/reentry students will be required to pay for Authorization to Test (ATT) fees and NCLEX-RN fees as part of the NCLEX Incentive Program. This program is designed to provide a financial incentive for students to pass the examination on first attempt. Upon enrollment in NURS 493 *Integration of Nursing Concepts* (p. 477), the student account will accrue a one-time charge for examination and licensure fees. The University will forward these funds to Pearson (NCLEX) and the State Board of Nursing. On successfully completing the NCLEX examination on first attempt, the University will refund the testing fees noted above and provide the student with a financial incentive. Please see the campus Testing Coordinator for the NCLEX Incentive Program eligibility criteria.

Immunizations

Based on the CDC Recommended Immunizations for Health-Care Personnel (HCP), all HCPs must submit documentation of immunization to Hepatitis B (*series of three doses with anti-HBs serologic testing 1-2 months after dose #3*), proof of immunity to Hepatitis B, or a signed declination; Measles, Mumps, Rubella (MMR); Varicella (chickenpox); and Tetanus, include Influenza (yearly), Hepatitis A, and Pneumonia. For some individuals, a titer test will be indicated vs. vaccinations. Titer tests showing immunity to listed pathogens are acceptable. Titer tests showing a negative response require appropriate immunizations and follow-up titers must be completed and submitted. Diphtheria and Pertussis (booster every 10 years) are highly recommended immunizations for HCPs. If one or more of the listed immunizations are contraindicated, documentation must be submitted clearly identifying the reason(s). Clinical laboratory reports with the facility stamp and a medical doctor's signature is required. See the Nursing Student Handbook for additional information. WCU's clinical site partners require students to provide proof of immunization against SARS-CoV-2 (COVID-19) to participate in the clinical experience rotation at their site. In addition, healthcare settings require proof of immunization including against SARS-CoV-2 (COVID-19) for employment. If the student is unable to fulfill the clinical site's requirements, they will not be able to progress towards their degree, and may be withdrawn from the program.

For more information on immunizations and vaccines, visit the *Center for Disease Control and Prevention* website at <http://www.cdc.gov/vaccines/>.

Public Health Nurse Certification

Graduates of the BSN program at West Coast University, and who have obtained an unobstructed RN license in the State of California, will be eligible to apply for Public Health Nurse Certification with the California Board of Registered Nursing (BRN). For information the Public Health Nurse Certification application process, visit the California Board of Registered Nursing website at www.rn.ca.gov

NURS 493 (p. 477) Comprehensive Predictor

Each student will take the ATI Comprehensive Predictor Assessment during the last week of the NURS 493 course. Each student must achieve an ATI predictive probability of passing NCLEX at or above 92%. Each student will have ONE (1) attempt to meet the benchmark.

NURS 493 is graded on a Pass/No Pass scale. Only students who meet the benchmark will be given a "Pass" (P) for the course and be allowed to graduate from the program. Students who do not achieve a score of 92%, will be given a "No Pass" (NP) grade and will need to take NURS 493R (p. 477) at no additional cost or units the following term.

Students scoring at least or above 92% probability of NCLEX success on the ATI Comprehensive Predictor given in week 9 of the course will:

1. Complete a focused review of the Comprehensive Predictor
2. Attend the full ATI Live Review
3. Work through the ATI Live Review Study plan to prepare for NCLEX
4. Students will be enrolled into the Virtual ATI online NCLEX review for post-graduation support to prepare for NCLEX. Students scoring below 92% probability of NCLEX success on the ATI Comprehensive Predictor will be required to complete the following:
 1. NURS 493R course at no additional cost including:
 - a. Completing alternative capstone assignments
 - b. Completing ATI assessments
 - c. Retaking the ATI Comprehensive Predictor
 - d. Attending the ATI Live Review if Comprehensive Predictor is passed.
 2. Students who have taken NURS 493R and passed the course will be identified as needing additional support and, after attending the Live Review and meeting all University requirements to graduate and test for NCLEX, will be enrolled in the Virtual ATI online NCLEX review for continued post-graduation review and support to prepare for NCLEX.

Nursing Corequisite Course Drop

Pre-licensure Nursing students who are enrolled in courses with corequisites must maintain enrollment in both courses throughout the term. If a student is seeking to drop, or is dropped/withdrawn from a course with a corequisite, the co-requisite course will also be dropped. The drop of the corequisite will not count as an unsuccessful attempt. When a student drops, or is dropped/withdrawn from a course with a corequisite after the Withdrawal (W) deadline, as published in the University Catalog, the student *will* be permitted to continue in the corequisite course.

Transfer Credit Requirement:

To receive transfer credit for this program, previous General Education course must have achieved a grade of at least a "C", and Core courses require a minimum grade of a "C+". Approval on transfer credit is based on the program's discretion.

ADMISSION REQUIREMENTS

BSN and ADN Entrance Examination Requirements - (ADN is offered in Florida only)

BSN and ADN applicants will have a maximum of two attempts, a week apart, to successfully pass the admissions exam. If an applicant does not pass the admissions exam after two attempts, he or she must wait a period of 6 months to retest and must provide proof of remediation. WCU only collects Verbal and Quantitative scores for SAT and ACT and must be within three (3) years of enrollment date. HESI exam scores must be within three (3) years of enrollment date. TEAS exam scores must be within three (3) years of enrollment date.

BSN & LPN-BSN and ADN Transfer Credit Evaluation - (ADN is offered in Florida only)

BSN and ADN applicants requesting transfer credit evaluation must provide official transcripts to the registrar no later than the first day of the first semester in which the student commences their education at West Coast University. General education, prerequisites, and core nursing coursework taken from regionally accredited institution will be considered and evaluated for transfer credit. All general education, prerequisite, and core nursing coursework must have been taken at an appropriately accredited institution. For nursing credits to be considered for transfer credit there can be only one year between the end of the last nursing course taken at a previous institution and the beginning of the first course at West Coast University. Exceptions may be considered. Science courses must be taken within the last five years to be accepted for transfer credit. Course syllabi for courses previously taken at another nursing program should be submitted for review to the campus dean for nursing. The maximum allowable transfer credits applied to the BSN program shall not exceed 52 credits of general education, and for the ADN (Florida only) program shall not exceed 27 credits of general education. For additional information on receiving nursing credit for previously completed nursing courses, see the Challenge Credit policy. Authority for all final transfer credit decisions is given to the Program Dean/Chair.

LPN-BSN Licensure Requirements

LPN to BSN applicants who possess a current unobstructed LPN license may be admitted into the West Coast University LPN to BSN program without requiring transcripts if they meet all other specific program admission requirements, which would include military training. LPN's who were able to obtain their LPN license using their military training as the academic qualifier and those who have graduated from a school that has since closed and transcripts are no longer available.

RN to BSN Transfer Credits

The RN to BSN program awards 42 transfer credits for an unobstructed current RN license issued in the United States and up to 42 credits of general education transfer credits (total of 84 transfer credits).

Students enrolled in the RN to BSN program are exempt from specific general education requirements. There is no science recency requirement for RN to BSN students.

Students requesting additional general education transfer credits must provide official transcripts no later than six months after the start of the semester in which the student commences his or her education at the University. Only college-level coursework will be considered for transfer credit. All coursework must have been taken at an institution accredited by an agency recognized by the United States Department of Education.

International MD Transfer Policy

West Coast University accepts a general education block transfer credit from any international institution that granted a Medical Doctor (MD) degree and is recognized by the country's Ministry of Education or Department of Education. An MD international graduate has to complete at WCU FYS001, CAPS401, and prove English proficiency by providing one of the below-listed requirements. If no proof of English proficiency is available, in addition to the WCU FYS001 (ADN and BSN) and CAPS401 (BSN Only), international students must complete WCU ENGL140 (ADN and BSN) and ENGL 240 (BSN Only) with a grade of C or better.

In order for the transfer of general education credits including English courses to be granted one has to:

- Graduate with an MD degree from an international higher education institution that is recognized by the country's Ministry of Education or Department of Education.
- Complete an international transcript equivalency credential evaluation from one of the WCU approved professional evaluation agencies. This evaluation should include: the degree comparability, course by course evaluation, GPA, grade and credit conversion.
- Pass the TEAS exam with a minimum score of 58.7 or composite score of 192.3 or higher.
- Prove English proficiency. This is required by providing either one of the below listed:
 - TEAS exam scores of at least 69.0% in Reading and 60.0% in English and Language usage

- TOEFL (minimum 500 PBT, 61IBT-paper based, internet based),
- IELTS (minimum 6.0 on speaking and writing)
- Pearson Test of English (minimum 44; or level 3,4 or 5 of PTE-general test)
- Eiken English Proficiency exam (Minimum Pre-1 grade)
- Exams identified within the Common European Framework of reference--Cambridge English: FCE -grade of C or better; or CEFR- B-2 level
- CLEP minimum score of 50 in College Composition or College Composition modular
- Graduated with a grade of C or better from an English as a Second Language (ESL) program, or obtained grades of C or better in college-level English courses taken at an accredited English-speaking post-secondary institution

Nursing (ADN), Associate Degree International MD Transfer List

Course Code	Course Title	Credits
ENGL 140	Written Communication I	3
ANAT 260	Human Anatomy	4
MATH 108	College Mathematics	3
PSYC160	Psychology	3
PHYS 261	Human Physiology	4
SPCH 142	Oral Communication	3
PSYC 290	Lifespan Psychology	3
MICR 290	Microbiology	4

Nursing (BSN), Bachelor of Science Degree - International MD Transfer List

Course Code	Course Title	Credits
ENGL 140	Written Communication I	3
SPCH 142	Oral Communication	3
ENGL 240	Written Communication II	3
MATH 108	College Mathematics	3
PSYC160	Psychology	3
MATH 211	Statistics	3
ANAT 260	Human Anatomy	4
PSYC 290	Lifespan Psychology	3
PHYS 261	Human Physiology	4
HUM 370	Cultural Pluralism	3

CHEM 280	Chemistry	4
PHIL 341	Critical Reasoning	3
MICR 290	Microbiology	4
PATH 370	Pathophysiology	3

ADN Admissions Requirements-Florida Only

Applicants to the Associate Degree in Nursing program must:

1. Submit a completed application for admission.
2. Complete and execute an enrollment agreement. If the applicant is under the age of 18, enrollment documents must be signed by a parent or guardian.
3. Submit documentation of high school graduation or its equivalent.
4. Submit documentation of an earned baccalaureate degree or higher.
5. Participate in an interview with a University Admissions Advisor.
6. For regular admissions, a minimum summative score of 192.3 or a composite score of 58.7 on the TEAS Examination, or score a minimum of 80 on the HESI Examination, or score above 21 on the ACT, or above 1649 on the SAT with 3 Sections, or above 1044 on the SAT with 2 Sections is required.
7. If a foreign high school diploma is provided as proof of graduation for non-English speaking countries, proof of English proficiency is required by providing one of the below:
 - a. TEAS exam scores of at least 69.0% in Reading and 60.0% in English and Language usage,
 - b. TOEFL (minimum 500 PBT, 61BT - paper based, internet based),
 - c. IELTS (minimum 6.0 on speaking and writing),
 - d. Pearson Test of English (minimum of 44; or level 3, 4, or 5 of PTE - general test),
 - e. Eiken English Proficiency exam (minimum Pre-1 grade),
 - f. Exams identified within the Common European Framework of reference -- Cambridge English: FCE-grade of C or better; or CEFR-B-2 level,
 - g. CLEP minimum score of 50 in College Composition or College Composition modular,
 - h. Graduate with a C or better from an English as a Second Language (ESL) program, or obtained grades of C or better in college-level English course taken at an accredited English-speaking post-secondary institution.
8. LPN applicants must provide proof of an unencumbered license to practice as a Vocational Nurse in Florida.

Post Secondary Transcripts*

Students submitting postsecondary transcripts for transfer credit purposes must do so by the first day of the term of matriculation. Unofficial transcripts may be utilized for the purpose of estimating transfer credits. However, no credit will be awarded without the submission of official transcripts. Failure to submit official transcripts by the end of the first term of matriculation will result in the denial of transfer credit and students will be scheduled for the University's required, equivalent course.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation in order to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

BSN and LPN-BSN Admissions Requirements-Florida Effective August 18, 2016

Applicants to the Pre-licensure Bachelor of Science Degree in Nursing program must:

1. For regular admissions, a minimum summative score of 192.3 or a composite score of 58.7 on the TEAS Examination, or score a minimum of 80 on the HESI Examination, or score above 21 on the ACT, or above 1649 on the SAT with 3 sections, or above 1044 on the SAT with 2 sections is required.
2. For conditional acceptance, a summative score of TEAS of 129 to 192.2, or a score on the HESI from 76 to 79.5, or a score on the ACT from 15 to 21, or a score on the SAT with 3 sections from 1300 to 1649, or on the SAT with 2 sections 800 to 1043 4 is required.
3. The conditions for admissions are outlined below, any students who do not continue to meet these conditions may be referred to the Student Conduct Committee and/or dismissed from the university.
 - a. Meet regularly with the Student Success Coordinator and assigned Tutor.
 - b. Are required to retake the TEAS prior to moving into the core Nursing curriculum, and must achieve a minimum TEAS Examination composite score of at least a 58.7.

Effective for Fall II 2021 and Subsequent Terms

1. Submit a complete WCU application for admissions;
2. Participate in an admissions interview arranged by a University admissions advisor;
3. Submit WCU approved documentation of high school graduation or equivalent; (Please Note: Foreign high school diplomas/credentials or their equivalent must have an evaluation performed by an approved organization)
4. ;Complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age);
5. Meet program specific entrance requirements;
 - a. Submit all postsecondary transcripts:
 - i. Applicants with 18 or more postsecondary credits, from an institution recognized by an accreditation body approved by the U.S. Department of Education, will be evaluated on their cumulative grade point average.
 - ii. Applicants with fewer than 18 postsecondary credits, from an institution recognized by an accreditation body approved by the U.S. Department of Education, will be evaluated based on their high school cumulative grade point average.
 - b. Applicants to the LVN/LPN-BSN program must provide proof of current unobstructed licensure as a Licensed Vocational Nurse (LVN) or Licensed Practical Nurse (LPN)
 - c. Must achieve an acceptable composite score base on entrance examination and cumulative GPA requirements defined as follows:
 - i. Applicants with a composite score of 8 or above will be admitted into the program.
 - ii. Applicants with a composite score of 2 to 7 may be conditionally admitted to the program based on availability of space.

1. Students who are conditionally admitted must achieve a composite score of 58.7% on the TEAS examination to be allowed entrance into Nursing (NURS) core courses. Students who do not meet this requirement will not be allowed to register for NURS courses and will be dismissed from the university. Students will be allotted five (5) attempts to be proficient on the TEAS exam, at which point the student will be dismissed from the University and be responsible for all tuition charges incurred.
- iii. Applicants with a composite score of 1 or below will be denied admissions to the university.
- iiii. Any applicant with an entrance examination score or Cumulative GPA requirement below, the requirement noted in the tables below will be denied admissions.

Composite Score

8 +=	Admitted
2 to 7	Admitted with Conditions
Less than 2	Denied Enrollment

A student scoring less than a 76 on the HESI or with a GPA of less than a 2.0 will be denied admissions to the University.

Entrance Exam Point Value:

<i>ACT</i>	<i>SAT (2 Sections)</i>	<i>SAT (3 Sections)</i>	<i>TEAS</i>	<i>HESI</i>	<i>Point Value</i>
35+	1500+	2300+	90.5+	96-100	20
35	1500+	2300+	90.5+	95	20
34	1465	2250	88	94	19
33	1430	2200	85.5	93	18
32	1395	2150	83	92	17
31	1360	2100	80.5	91	16
30	1325	2050	78	90	15
29	1290	2000	75.5	89	14
28	1255	1950	73	88	13
27	1220	1900	70.5	87	12
26	1185	1850	68	86	11
25	1150	1800	65.5	85	10
24	1115	1750	63	84	9
23	1080	1700	60.5	83	8
22	1045	1650	58	82	7

21	1010	1600	55.5	81	6
20	975	1550	53	80	5
19	940	1500	50.5	79	4
18	905	1450	48	78	3
17	870	1400	45.5	77	2
16	835	1350	43	76	1

Admissions Denied Below Point

15	800	1300	<43	<76	0
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Cumulative GPA Point Value:

3.9+	20
3.8-3.89	19
3.7-3.79	18
3.6-3.69	17
3.5-3.59	16
3.4-3.49	15
3.3-3.39	14
3.2-3.29	13
3.1-3.19	12
3.0-3.09	11
2.9-2.99	10
2.8-2.89	9
2.7-2.79	8
2.6-2.69	7
2.5-2.59	6
2.4-2.49	5
2.3-2.39	4
2.2-2.29	3
2.1-2.19	2

2.0-2.09

1

*Admissions Denied Below 2.0***Post Secondary Transcripts***

All applicants are required to submit all official postsecondary transcripts by the first day of the term to be admitted into the university.

If a student is concurrently enrolled and attending course(s) applicable to his or her declared WCU major at another college or university, on the first day of the student's first WCU term, the credits in progress from the other institution may be considered for transfer into WCU once completed with a passing grade and official transcripts are received by the university.

Applicants who submit their unofficial transcripts prior to the first day of the term may be conditionally admitted and must submit all official transcripts by the end of the first term of instruction.

If official transcripts are not received by this stated deadline or if the official transcripts are submitted and it is found that the student did not meet the academic performance requirements as was demonstrated on the unofficial transcripts, the individual would be dismissed, all state and federal Title IV funds will be returned, and the student would be financially responsible for all tuition charges incurred.

An applicant whose transcripts are unavailable (including foreign applicants without a grade point average, or individuals with a high school equivalency) will receive a 3-point value toward program admission, similar to an individual with a 2.25 cumulative grade point average.

Transfer credit will not be awarded based on unofficial transcripts and all students will be scheduled for their first semester of courses based on unofficial transfer credit review. Financial packaging will be estimated without transfer credit unless/until official transcripts are received and evaluated during the payment period or period of enrollment.

All veteran applicants are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

BSN and LVN-BSN Admissions Requirements-Texas Effective for Spring II 2021 and Subsequent Terms**Applicants to the Pre-licensure Bachelor of Science Degree in Nursing program must:**

Effective from August 18, 2016 until Spring II 2021 and subsequent terms)

1. For regular admissions, a minimum summative score of 192.3 or a composite score of 58.7 on the TEAS Examination, or score a minimum of 80 on the HESI Examination, or score above 21 on the ACT, or above 1649 on the SAT with 3 sections, or above 1044 on the SAT with 2 sections is required.
2. For conditional acceptance, a summative score of TEAS of 129 to 192.2, or a score on the HESI from 76 to 79.5, or a score on the ACT from 15 to 21, or a score on the SAT with 3 sections from 1300 to 1649, or on the SAT with 2 sections 800 to 1043 4 is required.
3. The conditions for admissions are outlined below, any students who do not continue to meet these conditions may be referred to the Student Conduct Committee and/or dismissed from the university.
 - a. Meet regularly with the Student Success Coordinator and assigned Tutor.
 - b. Are required to retake the TEAS prior to moving into the core Nursing curriculum, and must achieve a minimum TEAS Examination composite score of at least a 58.7.

Effective for Spring II 2021 and Subsequent Terms)

1. Submit a completed WCU application for admissions;

2. Participate in an admissions interview arranged by a University admissions advisor;
3. Submit WCU approved documentation of high school graduation or equivalent; (Please Note: Foreign high school diplomas/credentials or their equivalent must have an evaluation performed by an approved organization)
4. Complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age);
5. Meet program specific entrance requirements.
 - a. Submit all postsecondary transcripts:
 - i. Applicants with 18 or more postsecondary credits, from institution recognized by an accreditation body approved by the U.S. Department of Education, will be evaluated on their cumulative grade point average.
 - ii. Applicants with fewer than 18 postsecondary credits, from institution recognized by an accreditation body approved by the U.S. Department of Education will be evaluated based on their high school cumulative grade point average.
 - b. Applicants to the LVN-BSN program must provide proof of current unobstructed licensure as a Licensed Vocational Nurse (LVN).
 - c. Must achieve an acceptable composite score based on entrance examination and cumulative GPA requirements defined as follows:
 - i. Applicants with a composite score of 8 or above will be admitted into the program.
 - ii. Applicants with a composite score of between 2 to 7 may be conditionally admitted to the program based on availability of space.
 1. Students who are conditionally admitted must achieve a composite score of 58.7% on the TEAS examination to be allowed entrance into Nursing (NURS) core courses. Students who do not meet this requirement will not be allowed to register for NURS courses and will be dismissed from the university. Students will be allotted five (5) attempts to be proficient on the TEAS exam, at which point the student will be dismissed from the University and be responsible for all tuition charges incurred.
 - iii. Applicants with a composite score of 1 or below will be denied admissions to the university.
 - iiii. Any applicant with an entrance examination score or Cumulative GPA requirement below the requirement noted in the tables below will be denied admissions.

Composite Score

8 +=	Admitted
2 to 7	Admitted with Conditions
Less than 2	Denied Enrollment

A student scoring less than a 76 on the HESI or with a GPA of less than a 2.0 will be denied admissions to the University.

Entrance Exam Point Value:

ACT	SAT (2 Sections)	SAT (3 Sections)	TEAS	HESI	Point Value
35+	1500+	2300+	90.5+	96-100	20
>35	1500+	2300+	90.5+	95	20

34	1465	2250	88	94	19
33	1430	2200	85.5	93	18
32	1395	2150	83	92	17
31	1360	2100	80.5	91	16
30	1325	2050	78	90	15
29	1290	2000	75.5	89	14
28	1255	1950	73	88	13
27	1220	1900	70.5	87	12
26	1185	1850	68	86	11
25	1150	1800	65.5	85	10
24	1115	1750	63	84	9
23	1080	1700	60.5	83	8
22	1045	1650	58	82	7
21	1010	1600	55.5	81	6
20	975	1550	53	80	5
19	940	1500	50.5	79	4
18	905	1450	48	78	3
17	870	1400	45.5	77	2
16	835	1350	43	76	1

Admissions Denied Below Point

15	800	1300	<43	<76	0
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Cumulative GPA Point Value:

3.9+	20
3.8-3.89	19
3.7-3.79	18
3.6-3.69	17
3.5-3.59	16
3.4-3.49	15

3.3-3.39	14
3.2-3.29	13
3.1-3.19	12
3.0-3.09	11
2.9-2.99	10
2.8-2.89	9
2.7-2.79	8
2.6-2.69	7
2.5-2.59	6
2.4-2.49	5
2.3-2.39	4
2.2-2.29	3
2.1-2.19	2
2.0-2.09	1

Admissions Denied Below 2.0

Post Secondary Transcripts

All applicants are required to submit all official postsecondary transcripts by the first day of the term in order to be admitted into the university.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Applicants who submit their unofficial transcripts prior to the first day of the term may be conditionally admitted and must submit all official transcripts by the end of the first term of instruction.

If official transcripts are not received by this stated deadline or if the official transcripts are submitted and it is found that the student did not meet the academic performance requirements as was demonstrated on the unofficial transcripts, the individual would be dismissed, all state and federal Title IV funds will be returned and the student would be financially responsible for all tuition charges incurred.

An applicant whose transcripts are unavailable (including foreign applicants without a grade point average, or individuals with a high school equivalency) will receive a 3-point value toward program admission, similar to an individual with a 2.25 cumulative grade point average.

Transfer credit will not be awarded based on unofficial transcripts and all students will be scheduled for their first semester of courses based on unofficial transfer credit review. Financial packaging will be estimated without transfer credit unless/until official transcripts are received and evaluated during the payment period or period of enrollment.

RN to BSN (Online) Admissions Requirements

Applicants to the program must meet the following standards:

1. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
 - a. Students awaiting their licensure exam may be admitted if they meet all other admissions criteria but must show proof of licensure prior to entering the third trimester of the program.
2. Individuals with 15 or more college-level credits are required to have a 2.25 GPA in post-secondary education.
 - a. Applicants with 15 or more college-level credits and a GPA of 2.0-2.24 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 2.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
3. Submit official transcripts from a Board of Nursing licensed Associate Degree or Diploma in Nursing program;
 - a. Applicants can be conditionally admitted into the first week of the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period in order to be admitted in to the program.
 - b. Applicants with a valid license may be admitted with approved documentation of earned high school degree or equivalent pending receipt of official transcripts of nursing degree. Official transcripts must be submitted to document program completion.

*All students must have a current and unobstructed license in the United States prior to entering the third trimester of the program; an unobstructed license is required for degree completion and will be verified again prior to entering the practicum course. Failure to present a valid RN license will result in dismissal from the university until such time license is current and unobstructed.

Nursing (LVN/LPN to BSN), Bachelor of Science Degree

Program Location Los Angeles, Orange County, Ontario, Miami, and Texas

Program Credits 120 Credits

Program Length 7 Semesters, 140 Instructional Weeks

or

8 Semester, 160 Instructional Weeks*

10 Semesters, 200 Instructional Weeks**

Time to Complete 34 Months

or

39 Months*

49 Months**

*Only available at the Miami Campus and Dallas campuses

**Only available at the Miami Campus

Standard Occupational Classification (SOC) Codes: 29-1141.00, 25-1072.00

The LVN/LPN to BSN track is a specialized program of study designed specifically for LVN/LPN Nurses. A total of 120 semester credits are required in this program to earn the Bachelor of Science degree in Nursing (BSN). This program requires the completion of general education courses, nursing courses, and specialized health care occupation courses. Courses may be taken online, on campus, or in combination.

The curriculum includes the same general education requirements, including the courses within the area of study, and core nursing courses as the pre-licensure track, except the LVN/LPN to BSN students are *not required* to complete NURS 100, 101L, 120, and 121L. Two transition courses are required: NURS 110 (p. 471) Introduction to Professional Nursing (2 units) and NURS 210L (p. 473) RN Skills Laboratory (1 unit). Upon satisfactory completion of the courses, LVN/LPN to BSN students will receive 9 units of Advanced Placement Credit (NURS 199 (p. 473)) for prior learning.

LVN/LPN TO BSN CURRICULUM

General Education within the Area of Study

PATH 370	Pathophysiology	3
PHIL 434	Medical Ethics and Issues	3

Subtotal: 6

Approved Credits

NURS 199D	Advanced Placement Credit (LVN)	9
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General Education Redesign

Category and Requirements	WCU Course Requirements	Transferable / Options
Foundational Course	FYS 001 (p. 464) (0): First Year Seminar (California and Miami Campuses only)	Non-transferable

or

	FHE 100 (p. 464) (3): Foundations of Higher Education (Texas Campus only)	
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	**ENGL 140 (3): Written Communication I **ENGL 240 (3): Written Communication II	Any equivalent courses that meet the General Education categorical requirements.
A2. Oral Communication (2.5 Semester Credits Minimum)	**SPCH 142 (3): Oral Communication	Any equivalent courses that meet the General Education categorical requirements.
A3. Critical Thinking (2.5 Semester Credits Minimum)	**PHIL 341 (3): Critical Reasoning	Any equivalent courses that meet the General Education categorical requirements.
A4. Quantitative Reasoning (5 Semester Credits and 2 Courses Minimum)	MATH 108 (3): College Mathematics I MATH 211 (p. 470) (3): Statistics	Any equivalent courses that meet the General Education categorical requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition (8 Semester Credits and 3 Courses Minimum)	**PSYC 160 (3): Psychology **PSYC 290 (3): Life Span Psychology **HUM 370 (3): Cultural Pluralism	Equivalent to PSYC 160 Equivalent to PSYC 290 Any equivalent courses that meet the General Education categorical requirements.
B2. Life and Physical Sciences (12 Semester Credits and 4 Courses Minimum)	ANAT 260 (4): Human Anatomy PHYS 261 (4): Human	Equivalent to ANAT 260 Equivalent to PHYS 261

	Physiology	Equivalent to CHEM 280 (p. 453)
	CHEM 280 (p. 453) (4): Chemistry	Equivalent to MICR 290 (p. 470)
	MICR 290 (p. 470) (4): General Microbiology	
B3. General Education Capstone (3 Semester Credits)	CAPS 401 (3): General Education Capstone (California and Miami Campuses only)	Non-transferable

A minimum of 46 credits is required for graduation.

* The following course must have been taken in the last 5 years: ANAT 260, CHEM 280 (p. 453), MICR 290 (p. 470), and PHYS 261.

* The following courses are to be taken at WCU: FYS 001, FHE 100 (p. 464), CAPS 401, and PATH 370 (petitions for exception may be considered).

**As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Core Nursing Courses

NURS 110	Introduction to Professional Nursing	2
NURS 180	Pharmacology	3
NURS 190	Physical Assessment	2
NURS 201	Medical Surgical Nursing- Promoting Wellness	3
NURS 210L-AB	RN Skills Laboratory	2
NURS 211L	Medical Surgical Nursing	3
NURS 222	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill	3
NURS 223L	Mental Health/Psychiatric Nursing: Promoting Wellness Practicum	2
NURS 225	Nutrition in Health and Disease	3

NURS 306	Expanding Family and Community (OB)	2
NURS 307	Developing Family and Community (PEDS)	2
NURS 316L-A	Expanding and Developing Family and Community Practicum (OB)	1.5
NURS 317L-A	Developing Family and Community Practicum (PEDS)	1.5
NURS 340	Public Health Nursing	3
NURS 342L	Public Health Nursing Practicum	2
NURS 350	Research in Nursing	3
NURS 420	Principles of Leadership and Management	3
NURS 431	Disaster Management	2
NURS 440	Issues and Trends in Nursing	3
NURS 480	Advanced Medical Surgical Nursing: Promoting Wellness Practicum	3
NURS 481L	Advanced Medical Surgical Nursing: Promoting Wellness Practicum	3
NURS 493*	Integration of Nursing Concepts	3
NURS 497	Nursing Capstone	1
NURS 498L	Integration of Nursing Practices	3
		Subtotal: 59.0

NURS 210L: (LVN/LPN to BSN students only)

*NURS 493R - Taken if student is unsuccessful in NURS 493.

Note: Upon satisfactory completion of the transition courses (NURS 110 (p. 471) and NURS 210L), the LVN/LPN to BSN student will receive 9 units of Advanced Placement Credit (NURS 199D (p. 473) or NURS 199E (p. 473)).

Program Credit Distribution (LVN/LPN-BSN)

Approved Credits from Previous Licensure	9.0
General Education Semester Credits	46.0
General Education within the Area of Study	6.0
Core Nursing Courses	59.0

Total Program Semester Credits

120.0

LVN to RN 30-Unit Option

For additional admissions information and requirements please reach out to the Nursing Department. Information regarding tuition and fees for this program can be found in the Undergraduate Tuition and Fees section of the catalog.

LVN TO RN 30-UNIT OPTION CURRICULUM

This curriculum applies to students who began their program before June 1, 2015.

LVN to RN 30-Unit Courses

MICR 290	Microbiology	4
PHYS 261	Human Physiology	4.0
NURS 110	Introduction to Professional Nursing	2
NURS 201	Medical Surgical Nursing- Promoting Wellness	3
NURS 211L	Medical Surgical Nursing	3
NURS 222	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill	3
NURS 223L	Mental Health/Psychiatric Nursing: Promoting Wellness Practicum	2
NURS 480	Advanced Medical Surgical Nursing: Promoting Wellness Practicum	3
NURS 481L	Advanced Medical Surgical Nursing: Promoting Wellness Practicum	3
NURS 420	Principles of Leadership and Management	3

Subtotal: 30*Optional:*

NURS 210L* - RN Skills Laboratory
(optional)

1.0

Please note that NURS 210L RN Skills Laboratory is an optional skills validation course and does not count toward 30-unit total. Student may opt to take this course at an additional cost.

Nursing (ADN), Associate Degree

Program Location	Miami
Program Credits	67 Credits
Program Length	4 Semesters, 80 Instructional Weeks
Time to Complete	20 Months

Standard Occupational Classification (SOC) Code: 29-1141.00

Associate degree nursing education provides the basic education necessary to become a registered nurse. Graduates are eligible to sit for NCLEX-RN licensing examination and, if licensed, may practice in structured care settings, including hospitals, long-term care facilities, clinics, and offices. Associate degree nursing education incorporates nursing knowledge, knowledge of key biological and social sciences, and study of the humanities. The length of the program is 20 months and 67 total credits.

of Clinical requirements

1. In the clinical setting, critical competencies include Therapeutic Nursing, Skills/Safety, the Nursing Process, Accountability and Responsibility, Communication and Collaboration, and Professional Growth and Development. The curriculum includes 14 semester credits of clinical course work totaling 630 hours of clinical practice.
2. Students must pass both theory and the concurrent clinical with at least a 76 percent to progress to the next term.
3. Clinical competencies are written that define and describe the level of competency for the beginning, intermediate and advanced level of nursing student.
4. The curriculum offers a professive level of theoretical instruction and supervised clinical practice, which ranges from common to complex, and ensures coverage of critical concepts that directly reflect the mission, philosophy, and objectives of the nursing program.

ADN CURRICULUM

This curriculum applies to students matriculating or reentering after January 1, 2020.

General Education Requirements

All science courses must have been taken within the last five calendar years, unless the student possesses a degree or advanced degree in the specific field of study for which the student is seeking transfer credit. Additional information regarding transfer credit is located in the university's catalog under Transfer Credit policy or below.

Category and Requirements	WCU Course Requirements	Transferable / Options
A1 - First Year Seminar ¹	None	None
A2- Written Communication (3 Semester Credits Minimum)	*ENGL 140 (3): Written Communication I	
A3. Oral Communication (2.5 Semester Credits Minimum)	*SPCH 142 (3): Oral Communication	Any equivalent courses that meet the General Education categorical requirements.

A4. Quantitative Reasoning (3 Semester Credits and 2 Courses Minimum)	MATH 108 (3): College Mathematics I	Any equivalent courses that meet the General Education categorical requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition (6 Semester Credits Minimum)	*PSYC 160 (3): Psychology *PSYC 290 (3): Life Span Psychology	Equivalent to PSYC 160 Equivalent to PSYC 290 Any equivalent courses that meet the General Education categorical requirements.
B2. Life and Physical Sciences (12 Semester Credits Minimum)	ANAT 260 (4): Human Anatomy PHYS 261 (4): Human Physiology MICR 290 (p. 470) (4): General Microbiology	Equivalent to ANAT 260 Equivalent to PHYS 261 Equivalent to MICR 290 (p. 470)

A minimum of 27 credits is required for graduation.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

¹ The following courses are to be taken at WCU: FYS 001

Core Nursing Courses

NURS 103	Fundamentals of Nursing	3
NURS 104L	Fundamentals of Nursing Skills Lab	2
NURS 122	Introduction to Medical Surgical Nursing	3
NURS 123L	Introduction to Medical Surgical Nursing Practicum	3
NURS 181	Pharmacology	3
NURS 191	Physical Assessment	2
NURS 208	Medical Surgical Nursing Older Adult	3

NURS 223	Mental Health/Older Adult Nursing	3
NURS 224L	Medical Surgical & Mental Health Nursing Care of the Older Adult Practicum	3
NURS 308	Expanding and Developing Family	4
NURS 318L	Expanding and Developing Family Practicum	3
NURS 424	Principles of Leadership and Management	2
NURS 482	Advanced Medical Surgical Nursing	3
NURS 483L	Advanced Medical Surgical Nursing Practicum	3
NURS 484	Capstone	0
		Subtotal: 40.0

Program Credit Distribution

General Education Semester Credits	27.0
Core Nursing Courses	40.0
Total Program Semester Credits	67.0

ADN Program Costs

For program costs, please see the Undergraduate Tuition and Fees section.

Nursing (BSN), Bachelor of Science Degree

Program Location	Los Angeles, Orange County, Ontario, Miami, and Texas
Program Credits	120 Credits
Program Length	8 Semesters, 160 Instructional Weeks or 9 Semester, 180 Instructional Weeks* 11 Semesters, 220 Instructional Weeks**

Time to Complete 39 Months or

44 Months*

54 Months#

* Only available at the Miami Campus and Dallas campuses

** Only available at the Miami Campus

Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00

The purpose of the BSN program is to prepare students to develop nursing competencies while building upon a liberal arts education that expands their world view of the global community. This program focuses on the preparation of nurses who are life-long learners and critical thinkers, and upon completion of the program, will be eligible to take the NCLEX-RN licensing examination to become a Registered Nurse.

A total of 120 semester credits are required to earn the Bachelor of Science Degree in Nursing (BSN), including the completion of general education courses, lower and upper division didactic theory courses, and clinical experience.

BSN CURRICULUM

This curriculum applies to students matriculating or reentering after June 1, 2015.

General Education Requirements

All science courses must have been taken within the last five calendar years, unless the student possesses a degree or advanced degree in the specific field of study for which the student is seeking transfer credit. Additional information regarding transfer credit is located in the university's catalog under Transfer Credit policy or below.

Category and Requirements	WCU Course Requirements	Transferable / Options
Foundational Course		Non-transferable
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)		Any equivalent courses that meet the General Education categorical requirements.
A2. Oral Communication (2.5 Semester Credits Minimum)	* SPCH 142 (3): Oral Communication	Any equivalent courses that meet the General Education categorical requirements.
A3. Critical Thinking (2.5 Semester Credits Minimum)	*PHIL 341 (3): Critical Reasoning	Any equivalent courses that meet the General Education categorical requirements.
A4. Quantitative Reasoning (5 Semester Credits and 2 Courses Minimum)	MATH 108 (3): College Mathematics I MATH 211 (p. 470)	Any equivalent courses that meet the General Education categorical requirements.

	(3): Statistics	requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition (8 Semester Credits and 3 Courses Minimum)	* PSYC 160 (3): Psychology * PSYC 290 (3): Life Span Psychology * HUM 370 (3): Cultural Pluralism	Equivalent to PSYC 160 Equivalent to PSYC 290 Any equivalent courses that meet the General Education categorical requirements.
B2. Life and Physical Sciences (12 Semester Credits and 4 Courses Minimum)	ANAT 260 (4): Human Anatomy PHYS 261 (4): Human Physiology CHEM 280 (p. 453) (4): Chemistry MICR 290 (p. 470) (4): General Microbiology	Equivalent to ANAT 260 Equivalent to PHYS 261 Equivalent to CHEM 280 (p. 453) Equivalent to MICR 290 (p. 470)
B3. General Education Capstone (3 Semester Credits)	CAPS 401 (3): General Education Capstone (California and Miami Campuses only)	Non-transferable

A minimum of 46 credits is required for graduation.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

General Education within the Area of Study

PATH 370	Pathophysiology	3
PHIL 434	Medical Ethics and Issues	3

Subtotal: 6

*The following courses are to be taken at WCU: FYS 001 (p. 464), FHE 100 (p. 464), CAPS 401 (p. 453), and PATH 370 (p. 531).

Core Nursing Courses

NURS 100	Fundamentals of Nursing	3
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NURS 101L	Fundamentals of Nursing Skills Lab	2
NURS 110	Introduction to Professional Nursing	2
NURS 120	Introduction to Medical Surgical Nursing	3
NURS 121L-A	Introduction to Medical Surgical Nursing Practicum	2
NURS 121L-B	Introduction to Medical Surgical Nursing Practicum - On-Campus	1
NURS 180	Pharmacology	3
NURS 190	Physical Assessment	2
NURS 201	Medical Surgical Nursing- Promoting Wellness	3
NURS 211L	Medical Surgical Nursing	3
NURS 222	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill	3
NURS 223L	Mental Health/Psychiatric Nursing: Promoting Wellness Practicum	2
NURS 225	Nutrition in Health and Disease	3
NURS 306	Expanding Family and Community (OB)	2
NURS 307	Developing Family and Community (PEDS)	2
NURS 316L-A	Expanding and Developing Family and Community Practicum (OB)	1.5
NURS 317L-A	Developing Family and Community Practicum (PEDS)	1.5
NURS 340	Public Health Nursing	3
NURS 342L	Public Health Nursing Practicum	2
NURS 350	Research in Nursing	3
NURS 420	Principles of Leadership and Management	3
NURS 431	Disaster Management	2

NURS 440	Issues and Trends in Nursing	3
NURS 480	Advanced Medical Surgical Nursing: Promoting Wellness Practicum	3
NURS 481L	Advanced Medical Surgical Nursing: Promoting Wellness Practicum	3
NURS 493*	Integration of Nursing Concepts	3
NURS 497	Nursing Capstone	1
NURS 498L	Integration of Nursing Practices	3
		Subtotal: 68.0

NURS 100, NURS 101L: pre-licensure students only

*NURS 493R (p. 477) - Taken if student is unsuccessful in NURS 493.

Program Credit Distribution

General Education Semester Credits	46.0
General Education within the Area of Study	6.0
Core Nursing Courses	68.0
Total Program Semester Credits	120.0

BSN Program Costs

For program costs, please see the Undergraduate Tuition and Fees section.

Nursing RN to BSN Online Bachelor of Science

Program Location	Distance Education / Online
Program Credits	120 Credits
Program Length	3 Trimesters, 48 Instructional Weeks or 6 Trimesters, 96 Instructional Weeks
Time to Complete	12 Months or 24 Months

Program length may vary. WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Codes: 29-1141.00, 25-1072.00, 15-112.01, 11-9111.00

This program requires the completion of general education courses, nursing courses, and specialized health care courses. Courses are delivered in an online format.

The RN to BSN track is a specialized program of study designed specifically for the Registered Nurse (RN) with an Associate Degree or Diploma in Nursing. A total of 120 semester credits are required to earn the Bachelor of Science degree in Nursing.

Mission Statement

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Program Learning Outcomes

Upon graduation, RN to BSN students will:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical, and social sciences.
2. Plan preventative and population focused interventions with attention to effectiveness, efficiency, cost, and equity.
3. Support therapeutic nursing interventions for patients and families in a variety of healthcare and community settings using evidence based practice.
4. Apply nursing process and critical thinking when providing holistic, patient centered nursing care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Comply with the professional standards of moral, ethical, and legal conduct in practice.
7. Develop an effective communication style to interact with patients, families, and the interdisciplinary health team.
8. Model leadership when providing safe, quality nursing care; coordinating the healthcare team; and when tasked with oversight and accountability for care delivery.
9. Use patient care technology and information systems when providing nursing care in a variety of settings.

RN TO BSN ONLINE AWARDED CREDIT

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 42 credits of transfer coursework:	42.0
	• Applicants who do not have enough previous credits to complete this requirement will have the following options: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES)	

- * Advanced Placement (AP)
- * International Baccalaureate (IB)
- * American Credit Evaluation (ACE)
- * National College Credit Recommendation Service (NCCRS)
- * Challenge exams

If a post-licensure nursing student cannot provide appropriate documentation evidencing general education transfer credit eligibility at the time of enrollment, the student will be scheduled for General Education classes at West Coast University beginning in the second term of enrollment. Full-time students will be scheduled in General Education and Nursing core courses consecutively until all required General Education credits have been completed. Part-time students will be scheduled in General Education and Nursing core courses for alternating terms.

Post-licensure nursing students are permitted to complete additional *General Education* credits outside of West Coast University while concurrently. Students are responsible for submitting official transcripts for each additional General Education credit completed outside of West Coast University within three months of completion. All General Education credits must be completed prior to the student's enrollment in NURS495L-A or NURSE495L-B.

RN to BSN Online Curriculum

CAPS 402	General Education Capstone for Distance Education	3
LDR 432	Principles of Leadership for Healthcare Organizations	3
PATH 370	Pathophysiology	3
NURS 340A	Public Health Nursing	1.5
NURS 340B	Public Health Nursing	1.5
NURS 350	Research in Nursing	3
NURS 440	Issues and Trends in Nursing	3
NURS 490RN	Nursing Capstone for Post- Licensure Students	3
NURS 495L-A	Community Practice Experience	1.5
NURS 495L-B	Community Practice Experience	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3

NURS 521	Ethics in Healthcare	3
NURS 561	Health Promotion and Disease Prevention	3

Subtotal: 36.0***Credit Distribution***

Required at WCU	36.0
Awarded for college-level, non-nursing courses	42.0
Awarded for Unobstructed RN Licensure	42.0
Degree Total	120.0

GRADUATE POLICIES AND DISCLOSURES

GRADUATE ACADEMIC AND FINANCIAL AID WARNING

Students will be placed on academic and financial aid warning when their cumulative grade point average (CGPA) falls below the program requirement or they fail to complete the minimum requirement of **all coursework** taken (rate of progress) in the program at the end of any evaluation period in which coursework was taken. A student will be notified of warning status in writing.

The financial aid warning period will last the duration of one semester/trimester, during which time the student will be given the opportunity to raise his or her CGPA to the minimum program requirement and/or meet the completion requirement (rate of progress). During the period on warning, the student remains eligible for Federal Student Financial Aid.

If, at the end of the period on warning, a student raises his or her CGPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will be removed from warning and returned to regular status. A determination of academic and financial aid warning status may not be appealed.

GRADUATE UNIVERSITY DISMISSAL APPEAL POLICY

A student who has been dismissed for the following reasons:

1. failure to maintain satisfactory academic progress according to the standards for their program,
2. conduct reasons,
3. failure to meet program specific grade requirements,

who then disputes the dismissal or who believes there were extenuating circumstances that affected his/her situation may submit a petition for appeal. Extenuating circumstances may include (but are not limited to), the death of a relative, an injury or illness of the student, or WCU policy or procedures were not followed by University officials. It is the responsibility of the student to ensure he or she meets the terms and conditions of the appeals process in order for the appeal to be reviewed. The process to submit an appeal is as follows:

1. Appeals must be submitted in writing within 30 days of notification to students of decision/situation to be appealed. The Petition to Appeal form must be filled out completely and all supporting documentation/evidence must be included at the time of submission. The written appeal and associated documents are submitted to the Director of Student Affairs, who will forward them to members of the Appeals Committee. The written appeal should include:
 - a. Details and description of the decision or situation being appealed
 - b. Reason or basis for appeal (for example, explain the type of circumstances that contributed to the failure to maintain satisfactory academic progress)
 - c. Documentation that supports the appeal (for example, documentation related to the extenuating event)
 - d. Requested remedy being sought
 - e. Viable student success action plan (using the Student Services Action Plan form completed by the student) showing how student will support education or behavioral situation if appeal is granted (what the student has done to eliminate those potential problems in the future)

Failure to document the circumstances or submit a completed Petition to Appeal or Student Success Action Plan may result in a denial.

2. The denial of an appeal by the Appeals Committee is final and may not be further appealed.

REQUEST FOR RECONSIDERATION

If the appellant believes the appeals committee decision or action is contrary to University policy or procedures, he/she may submit a request for reconsideration as long as the request meets the criteria listed below. Requests for reconsideration must be submitted within 10 (ten) days of notification of the Appeals Committee decision.

Requests for Reconsideration must meet one of the following criteria:

1. University policies were applied incorrectly.
2. University procedures were not followed.
3. The Appeals Committee decision is contrary to state or federal law, and/or regulations and/or guidelines.

Appellants must submit a written request for reconsideration to the Director of Student Affairs for review by the Campus Executive Director. Written requests must include all information and documentation submitted to the Appeals Committee. Only information submitted to the Appeals Committee will be considered. A letter citing the reason for the request for reconsideration must be included stating the criteria on which the reconsideration is based, and which aspect of the committee's decision meets the criteria.

The Director of Student Affairs will review the request to ensure the criteria for reconsideration are met. If the request is incomplete or does not meet the criteria, the Director of Student Affairs will notify the student. If there is uncertainty as to whether the criteria have been met, the request will be forwarded to the Campus Executive Director for review. If the request is complete, the Director of Student Affairs will forward the request to the Campus Executive Director for review.

If the Campus Executive Director does not find sufficient reason to grant the request for reconsideration, the request will be denied, the file closed, and the student will be notified. If the Campus Executive Director determines that the request should be reconsidered, he or she will notify the student and the Appeals Committee in writing within 5 (five) days. The written notification will include (when appropriate):

1. Reason for request for reconsideration.
2. If request for reconsideration is granted or denied (meaning whether or not the Executive Director found the evidence submitted warrants asking the Appeals Committee to re-review the appeal – NOT whether or not to overturn the decision).
3. Decision rationale.

The decision of the Campus Executive Director is final and may not be appealed further. If the request for reconsideration is granted, the Appeals Committee will re-review the appeal and rationale for reconsideration submitted by both the appellant and the Campus Executive Director. The Appeals Committee decision after reconsideration is final and may not be appealed or reconsidered further.

All referenced deadlines and timeframes may be adjusted if both the University and the Appellant are in agreement. Any adjustments must be in writing and signed by both parties.

REINSTATEMENT PROCESS FOR STUDENTS WITH APPROVED APPEALS

When the Appeals Committee approves a student's satisfactory academic progress appeal, the committee will recommend one of the following decisions:

1. Place the student on academic and satisfactory progress probation for one semester in which to raise the student's CGPA and rate (pace) of progress to return to satisfactory academic progress. Should a student who has been given one additional semester fail to return to satisfactory academic progress at the end of the additional semester, the student will be dismissed with no right to appeal.

2. Place the student on an academic plan in consultation with the Dean or Chair of the student's academic program that will enable the student to return to satisfactory academic progress status. The following requirements apply to Academic Plans:
 - a. The plan must be of definite duration that may not extend beyond the number of semesters remaining in the student's maximum time frame for the program.
 - b. A graduate student must be able to achieve a minimum 3.0 cumulative GPA by the end of the academic plan period.
 - c. Upon completion of the academic plan the student must still be able to complete the program within the maximum time frame.
 - d. The academic plan must detail courses to be taken, minimum grades expected and the GPA and rate of completion criteria for each semester for the plan.
 - e. The academic plan may also provide expectations related to attendance, remediation, conduct, and other measures intended to lead to academic success.
 - f. The program Dean/Chair shall be responsible for monitoring student progress for students on academic plans.
 - g. Should a student allowed to continue on an academic plan fail to meet any condition of the academic plan, the student will be dismissed without right to appeal.
 - h. Students on academic plans that require the student to audit classes will not be eligible for financial aid on the basis of the audited courses. Financial aid eligibility is based on courses taken for credit. Enrollment status is based on courses taken for credit. Students auditing all classes will be considered withdrawn.

Students given an additional semester(s) to return to satisfactory academic progress, or who are allowed to continue under an academic plan are placed on probation for the designated period.

GRADUATE ACADEMIC AND FINANCIAL AID PROBATION

MSN and MHA students placed on academic and financial aid probation must:

1. Achieve at least a term GPA of 3.0 (on a standard 4.0 scale),
2. Successfully complete the credits attempted during the probationary period, and
3. Increase their CGPA and rate (pace) of progress to the level required for satisfactory academic progress.

OTD/MSOT students placed on academic and financial aid probation must:

1. Achieve at least a trimester minimum grade point average as required (on a standard 4.0 scale).
2. Successfully complete the credits attempted during the probationary period
3. Increase their CGPA and rate of progress to the level required for satisfactory academic progress

During the academic and financial aid probationary period, the student will remain eligible for Federal Student Financial Aid. If by the end of any probationary period, a student raises his or her CGPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will be removed from probation and returned to regular status, and be eligible for financial aid. However, if at the end of the probationary period the student fails to meet the minimum CGPA or Academic Plan requirements, or rate of progress requirements, the student will be academically dismissed from the University.

REINSTATEMENT PROCESS FOR STUDENTS WITH NO APPEAL OR DENIED APPEALS

A student who has been academically dismissed for not making satisfactory academic progress (failing to meet the minimum CGPA or rate of progress requirements) may request reinstatement after a semester on dismissal from the program Dean/Chair. In order to qualify for reinstatement, the student must provide documentation that the issues that led to dismissal have been resolved, evidence of remediation, or both to the program Dean/Chair. The program Dean/Chair will consider factors such as grades, attendance, account balance, conduct, and the student's commitment to complete the degree program within the maximum timeframe allowed within the University's policy on Satisfactory Academic Progress in making a decision to reinstate a student.

Dismissed students who are reinstated will sign a new enrollment agreement, be charged tuition consistent with the existing published rate at the time they are reinstated, and be subject to the current policies in effect at the time of their reinstatement. Students who are reinstated under these circumstances will remain in reinstatement status and be ineligible to receive Federal Student Financial Aid until the semester following the semester in which the student's cumulative GPA is 3.0 or higher and the student's rate (pace) of progress is at or above 50%. At this point, the student will be returned to regular status and again become eligible for federal financial aid programs.

MAXIMUM PROGRAM COMPLETION TIMEFRAME FOR GRADUATE STUDENTS

Students are expected to complete their program within the defined maximum program completion time, which may not exceed 200% of the normal time frame. MSOT, OTD, PharmD, DPT, DNP, RN-MSN, MSN, MPA and Graduate Certificate students may not exceed 150% of the normal time frame. The University measures program length based on semester/trimester credit units; therefore, a student is not allowed to attempt more than 200% (150% for programs as listed) of the number of semester/trimester credit units in their degree program of study.

In addition, if at any point a student cannot mathematically complete his/her program within the maximum timeframe, the student will be found to not be making satisfactory progress and will be dismissed. Students dismissed because they must exceed the maximum timeframe in order to complete the program, may appeal the dismissal. If the appeal is approved, the student must return on an academic plan with a specific new maximum timeframe completion rate. Failure to progress at a pace to complete at or prior to the specified date or with the required GPA will result in the student's dismissal without right of appeal.

The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum allowable time frame. All courses attempted and given a letter grade, including grades not successfully completed such as "D", "F", "I", or "W" will be included as credits attempted and completed in assessing student progress against the maximum allowable time frame. Please see the Grading Scale (p. 85) for grade classifications.

PROGRAM TRANSFERS OR ADDITIONAL DEGREES AND SATISFACTORY ACADEMIC PROGRESS FOR GRADUATE STUDENTS

Students wishing to transfer to a different graduate program must apply to the program and meet that program's admissions criteria to be considered for admission into that program.

GRADUATION REQUIREMENTS FOR GRADUATE STUDENTS

West Coast University grants degrees to students who successfully complete the prescribed program credits and any related requirements. Only graduate level courses will contribute to the successful completion of the graduate program credits. In order to be eligible for graduation, students must complete the program with a minimum cumulative grade point average of 3.0.

MPA Graduation Requirements

Graduation from the MPA program is predicated on student fulfillment of satisfactory grade point average, professional conduct, and completion of Supervised Clinical Practice Experiences. Graduation requirements include:

- Complete all courses with a grade of 76% or better.
- Achieve a minimum cumulative GPA of 3.0 at program completion.
- Successful completion of the OSCE/ practical End-of-Curriculum examination as part of the program summative evaluation.
- Successful completion of the PAEA End-of-Curriculum examination as part of the program summative evaluation.

MSOT Graduation Requirements

Graduation from the MSOT program is predicated on student fulfillment of satisfactory grade point average, professional conduct, and completion of Fieldwork. Graduation requirements include:

- A student must complete all 72 didactic/practical course credits before he/she can enter Fieldwork Level II.
- The 24 credit Fieldwork Level II A and B must be completed to graduate.
- Students are allowed a maximum of 3 attempts to complete Fieldwork Level II.
- Students must complete the program within a maximum timeframe of 150% of the published length of the program.
- GPA of 3.0 or better

OTD Graduation Requirements

Graduation from the OTD program is predicated on student fulfillment of satisfactory grade point average, professional conduct, and completion of Fieldwork. Graduation requirements include:

- A student must complete all 80 didactic/practical course credits before he/she can enter Fieldwork Level II.
- The 24 credit Fieldwork Level II A and B must be completed prior to starting the OTD Culminating Project which must be completed in order to graduate.
- Students are allowed a maximum of 3 attempts to complete Fieldwork Level II.
- Students must complete the program within a maximum timeframe of 150% of the published length of the program.
- GPA of 3.0 or better

GRADUATE PROGRAMS OF STUDY

Nursing (DNP), Doctor of Nursing Practice

Program Location	Distance Education/Online
Program Credits	36 Credits
Program Length*	6 Trimesters, 96 Instructional Weeks
Time to Complete	24 Months

* *Program length may vary. WCU distance education programs may not be available to residents in all states.*

Standard Occupational Classification (SOC) Codes: 11-9111.00, 11-1011.00

Mission Statement

The Doctor of Nursing Practice program exists to promote foundational competencies that are core to all advanced nurse practice in an ever-changing and globally reaching healthcare environment. Academic, practicum, and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability. Standards of ethical behavior and decision-making are essential foundations that guide individuals to distinguish ethical principles and to understand the consequences and implications beyond personal and organizational self-interest. By pursuing more effective and innovative methodologies through which students utilize administrative expertise with the ability to analyze problems, structure and facilitate development, and find and implement solutions, WCU graduates can make a positive impact on society.

Program Learning Outcomes

1. Evaluate new practice approaches based on scientific knowledge and theories from nursing.
2. Adapt organizational and systems leadership for quality improvement and systems thinking.
3. Demonstrate clinical scholarship and analytical methods for evidence-based practice.
4. Analyze critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
5. Influence health care policy at institutional, state and/or federal levels.
6. Lead interprofessional teams in the analysis of complex practice and organizational issues.
7. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

ADMISSION REQUIREMENTS

Applicants for the Doctor of Nursing Practice must meet the following admissions requirements:

1. Complete an online application for admission.

2. Have a Masters of Science in Nursing (MSN) degree OR a Bachelor of Science in Nursing (BSN) and a master's degree in a business or health-related field supporting nursing or healthcare leadership.
3. Official transcripts (from all previous colleges/universities).
 - a. Graduate research methods course with a grade of C+ or better. Applicants who have not taken a graduate research methods course may take NURS 540 and earn a minimum of C+ to receive credit.
4. Have a cumulative graduate GPA of 3.0 or higher.
 - a. Applicants with a cumulative graduate GPA of 2.7 to 2.99 may be admitted with the condition that the student achieve a "B" (3.0) or better in the first nine (9) credits in the program. Students who do not achieve a "B" or better in the first nine (9) credits will be dismissed from the program.
5. Provide a current unencumbered license as a registered nurse required in the state in which practice will occur.
 - a. A minimum of one year of full-time RN experience required.
6. Current Curriculum Vitae.
7. Submission of two (2) letters of recommendation from most recent employer (supervisor) and/or from a professor who can address the applicant's clinical expertise and academic preparation for the program. All recommendations must be current, typed on letterhead, and signed.
8. Program applicant Personal Statement of at least 500 words.
9. West Coast University requires proof of English Proficiency. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
10. West Coast University offers conditional admission to DNP applicants who are academically qualified but have not met all the conditions for admission.
11. A virtual interview will be conducted as part of the admission process.

Recommendation for admission following an interview with the Admissions Committee. Past academic performance and professional activity will be evaluated, e.g., community, organizational, and volunteer service, and creative professional accomplishments. These qualifications will be evaluated using a rubric to determine the applicant's level of qualification.

Prerequisite Progression Requirements

As a prerequisite, students in the Doctor of Nursing Practice (DNP) are required the following grades in order to progress in the program. (See Curriculum)

Residency requirement 27 hours (See Transfer Credit).

DNP Progression Requirements

GPA Requirement

A cumulative grade point average (CGPA) of 3.0 is required for all 700 level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress policy.

Academic Warning

Students must maintain a CGPA of at least 3.00. Students falling below a 3.00 CGPA will be placed on Academic Warning. Students on Academic Warning will have one semester to raise their CGPA to 3.0 or above, failure to raise their CGPA above a 3.00 will result in dismissal. Students may only be placed on Academic Warning once in the DNP program.

Clinical Requirements

Students will complete 1000 post-baccalaureate practice hours; Students will complete experiential hours that support the focus of the DNP. The DNP student will identify a practice problem and a site that will support application-oriented learning for implementation of the DNP project. These sites will require approval by the Clinical Practice Coordinator and the student's nursing faculty advisor must

approve the project. Each student will have a preceptor, a healthcare leader at the project site where the student will be completing practice hours and their DNP project.

PROGRAM INFORMATION AND DISCLOSURES

RN License Disclosure

RNs who are not licensed in California, will be required to apply for a California RN license if their clinical practicum is to be completed in California. RNs wishing to complete their clinical practicum in their state of residence (where they resided when they enrolled at WCU for their current program of study) must identify a clinical site in their state of residence with which the university can execute a clinical affiliation agreement. The RN license must be active and unobstructed.

DNP - ONLINE

Graduate Nursing Core

NURS 710	Scientific Foundations of Nursing	3
NURS 715	Translation of Research and Analytical Methods	3
NURS 720	Biostatistics	3
NURS 725	Leadership I Organizational	3
NURS 730	Informatics in Nursing and Healthcare	3
NURS 735	Health Status Outcomes: The Individual and Family	3
NURS 740	Clinical Prevention and Population Health	3
NURS 745	Leadership II: Leadership in Complex Healthcare Organizations	3
NURS 750	Social Ethics and Health Policy	3
NURS 755	Economics and Decision Making	3
NURS 760	Advanced Nursing Practice I	2
NURS 761	Advanced Nursing Practice II	2
NURS 762	Advanced Nursing Practice III	2

Subtotal: 36

DNP Program Costs

For program costs, please see the Tuition and Fees section.

Nursing, Master of Science Degree

Mission Statement

The graduate program in nursing promotes foundational competencies that are core to advanced nursing practice in an ever-changing and globally reaching health care environment. Both academic, practicum and interpersonal preparation are characterized by increased depth in organizational and

systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of our members. Standards of ethical behavior and decision-making are essential foundations of our graduate education programs, which guide individuals to distinguish ethical principles and understand the consequences and implications beyond personal and organizational self-interest. By pursuing more effective and innovative methodologies through which students utilize administrative expertise with the foresight to analyze problems, structure and facilitate development, and find and implement solutions, WCU graduates are prepared to make a positive impact on society.

MSN Tracks:

1. Advanced Generalist
2. Informatics
3. Nurse Educator
4. Nurse Leader

MSN Advanced Practice Registered Nurse (APRN) Tracks

1. Family Nurse Practitioner
2. Adult-Gerontology Primary Care Nurse Practitioner
3. Psychiatric Mental Health Nurse Practitioner
4. Adult-Gerontology Acute Care Nurse Practitioner

Program Learning Outcomes

Upon graduation, MSN students will:

1. Integrate nursing science and related fields, such as physiology, statistics, psychosocial, political, financial, genetics, public health and organization sciences in the continued improvement of nursing across the continuum of health care settings.
2. Provide leadership in a variety of settings that promote high quality, safe patient care that also incorporates ethical decision making and effective inter-professional working relationships.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards and performance measures necessary to apply quality principles, within any type of organization.
4. Apply evidenced based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate, integrate and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence individual health and health care systems.
7. Communicate and coordinate inter-professionally in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidenced based practices of health promotion and disease prevention using client centered, culturally and age appropriate concepts in the nursing process of services to individuals, families and broad-based aggregate populations.
9. Demonstrate an advanced level of scientific and nursing-specific knowledge with the ability to integrate that knowledge into nursing practice that influences health care outcomes for individual, families, populations and/or systems.

ADMISSION REQUIREMENTS

Applicants for the Master of Science in Nursing Program (All tracks) must meet the following admissions requirements:

1.
 - Have a minimum of a Bachelor of Science degree in Nursing or more advanced degree; or Bachelor of Arts degree in a closely related field from an accredited institution recognized by the United States Department of Education with a cumulative grade-point average (CGPA) of 2.7 or higher.
 - a. Applicant with an undergraduate degree GPA of 2.5-2.69 may be considered for probationary admission after meeting the following admission requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
 - b. Applicants with a baccalaureate degree in a field other than Nursing will be required to have course work or experience in undergraduate research, leadership/management, and public/community health. Applicants that do not have the minimum required coursework may be admitted to the program but must complete the additional course requirements before starting the MSN core courses.
 - c. Applicants submitting non-U.S. or non-English transcripts will be required to have their coursework evaluated by a transcript evaluation service to determine the equivalency to a U.S. degree/coursework. If the transcript evaluation is unclear as to the equivalency to a U.S. degree/coursework, the Program Dean will review the transcript (translated if necessary) and transcript evaluation to determine if a minimum of 3 academic years of undergraduate coursework has been met for admission.
 - d. Applicants submitting advanced degrees will be reviewed by the Program Dean to determine if a minimum of 3 academic years of undergraduate coursework has been met for admission.
 - e. Official transcripts must be received prior to the end of the add/drop period of the first term.
 - f. Pending graduates from a baccalaureate degree from West Coast University may be admitted conditionally. Official transcripts that show a degree conferred in a Bachelor of Science or Master of Science in Nursing Degree that meet the admission requirements must be received by the Add/Drop deadline of the first term.
 2. Completion of an introductory Statistics course with a grade of "C-" or better, equivalent to MATH 211 (Applied Statistics). Applicants who have not taken an introductory Statistics course may take MATH 211 at WCU as part of their MSN program (must be taken prior to the Research course). Students must submit transcripts showing completion of this requirement by the first day of the term of matriculation.
 - a. Student submitting unofficial transcripts may be admitted on a probationary status for one trimester, until official transcripts are received. Failure to submit official transcripts by the end of the first trimester of matriculation will result in the student being scheduled for MATH 211 for the following term.
 - b. Probationary status will be removed after earning a "C-" (2.0) or higher in MATH 211 or producing a valid transcript illustrating successful completion of the requirement.
 3. Provide proof of current unobstructed professional licensure as a Registered Nurse (RN) in the United States.
 1. Applicants must have a current and unobstructed license in the United States prior to entering the third trimester of the program; an unobstructed license is required for degree completion and will be verified prior to entering the practicum.

2. Applicants awaiting their licensure exam may be admitted if all other admissions criteria are met, however, must show proof of licensure prior to entering the third trimester of the program.
3. Failure to present a valid RN license will result in dismissal from the university until such time license is current and unobstructed.
4. One year of direct patient care experience as a registered nurse (RN) within the past five years is preferred except for the APRN tracks which require one (1) year of full-time RN experience in direct care prior to entering APRN core courses.

Admissions Requirements for the Advanced Practice Registered Nurse (APRN) Tracks only

In addition to the admissions requirements above, applicants to the Master of Science in Nursing - Advanced Practice Registered Nurse (APRN) tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. Submission of a written essay that addresses the applicant's career goals and motivations for APRN study.
3. Applicants to the APRN track must have a minimum of one (1) year of direct patient care RN experience prior to entering APRN core courses.
4. Submission of a current Curriculum Vitae.
5. All applicants *may* be contacted for a personal interview with the Program Dean as needed based on the submitted application.
6. Students who have taken an Advanced Health/Physical Assessment course (or its equivalent) within five (5) years at another institution must participate in the On-site Intensive (OSI) experience and pass the Objective Structured Clinical Evaluation (OSCE) to receive course credits.
7. Students who have previously taken an Advanced Pharmacology course without BRN-approved prescriptive authority content will need to complete and pass an approved Advanced Pharmacology course (or equivalent) before the end of first term of matriculation to receive credits.

MSN Progression Requirements (All MSN Tracks)

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600 level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress policy.

Prerequisite Progression Requirements

As a prerequisite, students in the Masters of Science Nursing (MSN) and APRN Tracks are required the following grades in order to progress in the program.

Course Number	Course Name	MSN - non-APRN Tracks Grade Requirement	MSN - APRN Tracks Grade Requirement
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NURS 500	Theoretical Foundations of Nursing Practice	C-	C-
NURS 510	Policy, Organization, & Financing of Healthcare	C-	C-
NURS 521	Ethics in Healthcare	C-	C-
NURS 530 A	Advanced Physiology and Pathophysiology	C-	B-
NURS 530B	Advanced Physiology and Pathophysiology	C-	B-
NURS 540	Research Utilization	C-	C-
NURS 561	Health Promotion & Disease Prevention	C-	C-
NURS 570	Advanced Pharmacology	C-	B-
NURS 580	Advanced Health and Physical Assessment	C-	B-
NURS 592	Advanced Clinical Practice: Theory	C-	N/A
NURS 593L	Advanced Clinical Practice: Practicum	C-	N/A
NURS 600	Principles of Teaching and Learning	C-	C-
NURS 660	Roles in Advanced Practice Nursing	N/A	B-
NURS 662	Primary Care Pediatric Patient: Theory	N/A	B-
NURS 662L			

MSN-APRN Progression Requirements

1. In the APRN tracks, students must receive a grade of "B-" or better in all APRN track courses taken to progress. Students will be allowed one (1) course failure (theory or clinical) with an opportunity to repeat it. If the student fails the second time, the student will be dismissed from the APRN and may move to the MSN (non-APRN) program.
2. An APRN student may be dismissed for the following reasons: Failure to maintain satisfactory academic progress according to the standards of the program; conduct reasons; or failure to meet program-specific grade and/or clinical requirements.
3. Due to the importance of the content of the three (3) Advanced Practice core courses (Advanced Physiology and Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment), they (or their equivalents) must have been completed within the last five (5) years with a grade of "B-" or better prior to starting APRN core courses. If more than five years has elapsed, they will need to repeat the courses.
4. Students must demonstrate clinical competence prior to starting the APRN track clinical/practicum courses. Demonstration includes a focused history taking, physical examination and documentation of findings. Students who do not demonstrate clinical competence cannot be placed in a clinical practicum course.
5. A student in the APRN track must participate in the On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the OSI.
6. A student who fails a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress into the next course and must follow the University Incomplete policy.

PROGRAM INFORMATION AND DISCLOSURES

RN Licensure Disclosure

RNs who are not licensed in California or Texas, will be required to apply for California or Texas RN license starting their clinical practicum courses. RNs wishing to complete their clinical practicum in their state of residence must identify a clinical site in their state of residence with which the university can execute a clinical affiliation agreement. The RN license must be active and unobstructed.

Nursing (MSN), Master of Science Degree - Generalist Track

Program Location	Distance Education/Online
Program Credits	36 Credits
Program Length*	6 Trimesters, 96 Instructional Weeks
Time to Complete	24 Months

* Program length may vary. WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 135 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00

The generalist Master of Science in nursing degree builds upon prior clinical knowledge and experience and focuses on the core knowledge, skills and abilities that are essential to meet the

complexities of health care. The generalist curriculum provides a foundation for an advanced nursing practice role.

MSN ADVANCED GENERALIST CURRICULUM - ONLINE

(August 1, 2015 and thereafter) (To locate curriculum for courses begun prior to August 1, 2015, please see the 2015-2016 West Coast University Catalog)

Graduate Nursing Core

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 570	Advanced Pharmacology	3
NURS 580	Advanced Health/Physical Assessment	3
NURS 590A	Advanced Clinical Concepts	1.5
NURS 590B	Advanced Clinical Concepts	1.5
NURS 591L-A	Advanced Clinical Practice Practicum	1.5
NURS 591L-B	Advanced Clinical Practice Practicum	1.5
NURS 690A	Culminating Experience I	1.5
NURS 690B	Culminating Experience II	1.5

Subtotal: 36.0

MSN Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nursing (MSN-Informatics), Master of Science Degree - Nursing Informatics Track

Program Location: *Distance Education/Online*

Program Semester Credits: *36*

Program Length: *6 Trimesters - 24 months*

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 135 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1141.00

West Coast University's Master of Science in Nursing with a focus in Nursing Informatics prepares students for an exciting career in the development and management of healthcare information technology, incorporating the tools and skills to design and improve the use of informatics into practice, education, administration and research. This program helps prepare graduates to assist in the creation, analysis, and testing of applications utilized in electronic health records, provide support and training and act as a liaison between all departments involved in the introduction and use of healthcare technology, as well as facilitate the analysis of clinical data for performance improvement programs and enhance the continuity of care.

The curriculum is in alignment with Technology Informatics Guiding Education Reform (TIGER) which is focused on education reform and interprofessional community development. The spirit of TIGER is to maximize the integration of technology and informatics into seamless practice, education and research resource development (<http://www.himss.org/professional-development/tiger-initiative>). Focusing on a multidisciplinary perspective, graduates will be prepared to take on the challenges of integrating science, computer science, and information science to manage and share data, information, and knowledge in nursing practice. As healthcare associations are utilizing technology at an increasing pace, nurse informatics will assume an essential role in the preservation of security and patient privacy while focusing on integrating information with evidence-based practice to enhance the provision of care.

MSN WITH NURSING INFORMATICS TRACK CURRICULUM

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 656	Project Management in Healthcare Informatics	3
NURS 540	Research Utilization	3
NURS 677	Intro to Healthcare Informatics	3
NURS 655	Database Systems, Design and Informatics	3
NURS 658	Interoperability and Standards	3
NURS 659	Implementation, Management, and Evaluation of Healthcare Systems	3
NURS 675L-A	Health Informatics Practicum I	1.5
NURS 693A	Culminating Experience I	1.5
NURS 675L-B	Health Informatics Practicum II	1.5

NURS 693B Culminating Experience II 1.5

Subtotal: 36.0

MSN with Nursing Informatics Track Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Nursing (MSN-Ed.), Master of Science Degree - Educator Track

Program Location: *Distance Education/Online*

Program Semester Credits: 36

Program Length: 6 Trimesters - 24 months

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 135 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00

Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from the service setting have contributed to this emerging crisis. Certified Nurse Educator (CNE certification) is available through the National League for Nursing.

MSN WITH EDUCATION TRACK CURRICULUM

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3
NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 570	Advanced Pharmacology	3
NURS 642	Assessment and Evaluation in Nursing Education	3
NURS 640	Curriculum Design and Simulation	3.0
NURS 641LA	Education Teaching Practicum	1.5
NURS 692A	Culminating Experience I	1.5

NURS 641LB	Education Teaching Practicum	1.5
NURS 692B	Culminating Experience II	1.5

Subtotal: 36.0

MSN with Nurse Educator Track Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Nursing (MSN), Master of Science Degree - Nurse Leader Track

Program Location	Distance Education/Online
Program Credits	36 Credits
Program Length*	6 Trimesters, 96 Instructional Weeks
Time to Complete	24 Months

* *Program length may vary. WCU distance education programs may not be available to residents in all states.*

Clinical Hour Requirement: this track requires a total of 135 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00

The MSN Program Nurse Leader Track at West Coast University is designed to prepare the graduate for the challenges of leading health care organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, research utilization, strategic planning and financial management, as well as policy development, ethical concepts and practices, and opportunities to collaborate with other health care disciplines. The program prepares the nurse leader to lead processes and teams, and apply analytical and problem-solving skills on a daily basis to enhance the quality of patient care outcomes in a variety of settings.

Completion of this program would support eligibility requirements necessary to apply for certification with the American Nurses Credentialing Center (ANCC) as a Nurse Executive (NE-BC).

MSN NURSE LEADER TRACK CURRICULUM

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 561	Health Promotion and Disease Prevention	3
HA 550	Leadership Models for Health Care Managers	3
NURS 540	Research Utilization	3

HA 540	Strategic Planning in Health Care Organizations	3
NURS 677	Intro to Healthcare Informatics	3
HA 520	Financial Management for Health Care Managers	3
NURS 594	Advanced Practice Theory: Nursing Leadership	3
NURS 595L-A	Advanced Practice: Nurse Leader Practicum I	1.5
NURS 694A	Culminating Experience I	1.5
NURS 595L-B	Advanced Practice: Nurse Leader Practicum II	1.5
NURS 694B	Culminating Experience II	1.5

Subtotal: 36.0

MSN with Nurse Leader Track Program Costs

For program costs, please see the Distance Education Tuition and Fees (p. 224) section.

Nursing (MSN-AGPCNP), Master of Science Degree - Adult-Gerontology Primary Care Nurse Practitioner Track

Program Location	Distance Education/Online
Program Credits	49 Credits
Program Length*	
Time to Complete	20 Months or 32 Months

* *Program length may vary. WCU distance education programs are delivered out of the Orange County and Texas campuses, and may not be available to residents in all states.*

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours.

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) graduate will be ready to lead as an advanced practice nurse in health-related service to diverse populations. The focus of the AGPCNP is the management of common acute and chronic health care problems from late adolescence through older adulthood.

College of Nursing Mission:

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Adult-Gerontology Primary Care Nurse Practitioner Program Purpose:

The Adult-Gerontology Care Primary Care Nurse Practitioner (AGPCNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AGPCNP is to provide primary care to individuals across the adult age spectrum from late adolescence through older adulthood. In addition, AGPCNPs are prepared to provide comprehensive end of life care to adults.

The AGPCNP is educated to provide high quality, continual and comprehensive wellness and illness care to adults by providing preventive health services, patient education, disease management and illness prevention. The AGPCNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AGPCNP practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. AGPCNP delivers care may include community health centers and clinics, private medical practices, specialty clinics, health maintenance organizations, Veteran's Administration facilities, Geriatric Evaluation and Management (GEM) units, adult day health centers, assisted living facilities, skilled nursing facilities and other long-term care settings, acute and chronic rehabilitation centers, urgent care and emergency departments.

MSN-AGPCNP CURRICULUM-ONLINE

A student in the MSN Adult-Gerontology Primary Care Nurse Practitioner program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

MSN Core

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3
NURS 561	Health Promotion and Disease Prevention	3

Subtotal: 18

AGPCNP Core

NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 676	Advanced Pharmacology - APRN	3
NURS 679	Primary Care Adult and Geriatric Patient: Theory	3
NURS 679L-A	Primary Care Adult and Geriatric Patient: Practicum I	2
NURS 679L-B	Primary Care Adult and Geriatric Patient: Practicum II	2
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4

NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3
NURS 682L-A	Advanced Healthcare Residency I	2
NURS 682L-B	Advanced Healthcare Residency II	2
NURS 684	Primary Care Women's Health: Theory	2
NURS 684L	Primary Care Women's Health: Practicum	2
NURS 691A	Culminating Experience I	1.5
NURS 691B	Culminating Experience II	1.5
		Subtotal: 31.0

Subtotal: 49.0

Program Credit Distribution**MSN with Adult-Gerontology Primary Care Nurse Practitioner Track**

Core Nursing Semester Credits:	18.0
Adult Gerontology Nurse Practitioner Track Semester Credits:	31.0
Total Program Semester Credits:	49.0

MSN with Adult-Gerontology Primary Care Nurse Practitioner Track Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nursing (MSN-FNP), Master of Science Degree - Family Nurse Practitioner Track

Program Location *	Distance Education/Online
Program Credits	53 Credits
Program Length	5 Trimesters, 80 Instructional Weeks
	or
	8 Trimesters, 128 Instructional Weeks
Time to Complete	20 Months or 32 Months

* Program length may vary. WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 600 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 29-1171.00

College of Nursing Mission:

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Family Nurse Practitioner Program Purpose:

The Family Nurse Practitioner (FNP) is a registered nurse educated at the Master's level as a nurse practitioner. The focus of care for the FNP is children and adults of all ages, in the context of the family unit. The FNP is educated to provide high-quality, continual, and comprehensive wellness and illness care to children and adults by providing preventive health services, patient education, disease management, and illness prevention. The FNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt healthcare interventions based on individualized assessments of individual/family needs. The FNP practices in the context of community, with broad knowledge, sensitivity, and awareness of the specific needs of people from diverse populations and cultural backgrounds. Family nurse practitioners practice primarily in ambulatory care settings

MSN-FNP CURRICULUM-ONLINE

A student in the MSN Family Nurse Practitioner online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

(August 1, 2015 and thereafter) (To locate curriculum for courses begun prior to August 1, 2015, please see the

2015-2016 West Coast University Catalog)

MSN Core

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3
NURS 561	Health Promotion and Disease Prevention	3

Subtotal: 18

FNP Core

NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 676	Advanced Pharmacology - APRN	3
NURS 679	Primary Care Adult and Geriatric Patient: Theory	3

NURS	Primary Care Adult and Geriatric	2
679L-A	Patient: Practicum I	
NURS	Primary Care Adult and Geriatric	2
679L-B	Patient: Practicum II	
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3
NURS	Advanced Healthcare Residency I	2
682L-A		
NURS	Advanced Healthcare Residency	2
682L-B	II	
NURS 684	Primary Care Women's Health: Theory	2
NURS 684L	Primary Care Women's Health: Practicum	2
NURS 685	Primary Pediatric Care: Theory	2
685L 685L	Primary Pediatric Care: Practicum	2
NURS 691A	Culminating Experience I	1.5
NURS 691B	Culminating Experience II	1.5

Subtotal: 35.0

Subtotal: 53.0

Total Credit Hours: 53.0

Program Credit Distribution

MSN with Family Nurse Practitioner Track

Core Nursing Semester Credits:	18.0
Family Nurse Practitioner Track Semester Credits:	35.0
Total Program Semester Credits:	53.0

MSN with Family Nurse Practitioner Track Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nursing (MSN-AGACNP), Master of Science Degree - Adult Gerontology Acute Care Nurse Practitioner Track

Program Location	Distance Education/Online
Program Credits	50 Credits
Program Length*	4 Trimesters, 64 Instructional Weeks
	or
	8 Trimesters, 128 Instructional Weeks
Time to Complete	16 Months or 32 Months

* Program length may vary. WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1170.00

College of Nursing Mission:

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Adult-Gerontology Acute Care Nurse Practitioner Program Purpose:

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AGACNP is to provide a full range of holistic care and support to adult and gerontology patients with complex and acute conditions. The AGACNP is educated to provide high quality, continual and comprehensive care by providing preventive health services, patient education, and acute care management. The AGACNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AGACNP practices in the context of community, with broad knowledge, sensitivity, and awareness of the specific needs of people from diverse populations and cultural backgrounds. AGACNP delivers care that may include specialty clinics, health maintenance organizations, Veteran's Administration facilities, emergency rooms, intensive care units, and nursing homes or skilled nursing facilities.

AGACNP Accreditation & Approvals Disclosure

The Adult-Gerontology Acute Care Nurse Practitioner coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

MSN-APRN CURRICULUM-ONLINE

A student in the Adult-Gerontology Acute Care Nurse Practitioner program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

MSN Core

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3

NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3
NURS 561	Health Promotion and Disease Prevention	3

Subtotal: 18

APRN Core (Adult Gerontology Acute Care Nurse Practitioner)

NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 676	Advanced Pharmacology - APRN	3
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3
NURS 682L-A	Advanced Healthcare Residency I	2
NURS 682L-B	Advanced Healthcare Residency II	2
NURS 691A	Culminating Experience I	1.5
NURS 691B	Culminating Experience II	1.5
NURS 696	Acute Care Adult and Geriatric Patient: Theory I	3
NURS 696L	Acute Care Adult and Geriatric Patient: Practicum I	3
NURS 697	Acute Care Adult and Geriatric Patient: Theory II	3
NURS 697L	Acute Care Adult and Geriatric Patient: Practicum II	3

Subtotal: 32.0

Subtotal: 50.0

Total Credit Hours: 50.0

Program Credit Distribution

MSN with Adult Gerontology Acute Care Nurse Practitioner Track

Core Nursing Semester Credits: 18.0

APRN Track Semester Credits: 32.0

Total Program Semester Credits:**50.0****MSN with Adult Gerontology Acute Care Nurse Practitioner Track Program Costs**

For program costs, please see the Graduate Tuition and Fees section.

Nursing (MSN-PMHNP), Master of Science Degree - Psychiatric-Mental Health Nurse Practitioner Track

Program Location	Distance Education/Online
Program Credits	53 Credits
Program Length*	5 Trimesters, 80 Instructional Weeks
	or
	9 Trimesters, 144 Instructional Weeks
Time to Complete	20 Months or 36 Months

* *Program length may vary. WCU distance education programs may not be available to residents in all states.*

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1170.00

MSN-APRN CURRICULUM-ONLINE

A student in the MSN Advanced Practice Registered Nurse (APRN) online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

(August 1, 2015 and thereafter) (To locate curriculum for courses begun prior to August 1, 2015, please see the 2015-2016 West Coast University Catalog)

APRN Core

NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 676	Advanced Pharmacology - APRN	3
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3
NURS 682L-A	Advanced Healthcare Residency I	2

NURS 682L-B	Advanced Healthcare Residency II	2	
NURS 683	Neurobiology and Psychopharmacology	3	
NURS 686	Psychiatric - Mental Health Care Across the Lifespan: Theory I	3	
NURS 686L	Psychiatric - Mental Health Care Across the Lifespan: Practicum I	3	
NURS 687	Psychiatric - Mental Health Care Across the Lifespan: Theory II	3	
NURS 687L	Psychiatric - Mental Health Care Across the Lifespan: Practicum II	3	
NURS 691A	Culminating Experience I	1.5	
NURS 691B	Culminating Experience II	1.5	
			Subtotal: 35.0
MSN Core			
NURS 500	Theoretical Foundations of Nursing Practice	3	
NURS 510	Policy, Organization, and Financing in Healthcare	3	
NURS 521	Ethics in Healthcare	3	
NURS 535	Principles of Teaching and Learning	3	
NURS 540	Research Utilization	3	
NURS 561	Health Promotion and Disease Prevention	3	
			Subtotal: 18
Subtotal: 53.0			
Total Credit Hours: 53.0			
Program Credit Distribution			
MSN with Psychiatric-Mental Health Nurse Practitioner Track			
Core Nursing Semester Credits:			18.0
APRN Track Semester Credits:			35.0
Total Program Semester Credits:			53.0

MSN with Psychiatric-Mental Health Nurse Practitioner Track Program Costs

For program costs, please see the Graduate Tuition and Fees section.

RN to MSN - Advanced Generalist, RN to MSN - Informatics Track, RN to MSN - Nurse Educator Track, RN to MSN - Advanced Practice Registered Nurse Tracks, RN to MSN - Nurse Leadership Track

Program Location Distance Education/Online

- - RN-MSN Advanced Generalist
- - RN-MSN Informatics
- - RN-MSN Nurse Educator
- - RN-MSN Nurse Leader
- - RN-MSN Adult-Gerontology Primary Care Nurse Practitioner
- - RN-MSN Family Nurse Practitioner
- - RN-MSN Psychiatric-Mental Health Nurse Practitioner
- - RN-MSN Adult-Gerontology Acute Care Nurse Practitioner

Program Credits RN-MSN

- - RN-MSN Advanced Generalist - 141 Credits
- - RN-MSN Informatics
- - RN-MSN Nurse Educator - 141 Credits
- - RN-MSN Nurse Leader - 141 Credits
- - RN-MSN Adult-Gerontology Primary Care Nurse Practitioner - 154 Credits
- - RN-MSN Family Nurse Practitioner - 158 Credits
- - RN-MSN Psychiatric-Mental Health Nurse Practitioner - 158 Credits

- - RN-MSN Adult-Gerontology Acute Care Nurse Practitioner - 155 Credits
- Program Length* RN-MSN
 - - Advanced Generalist
 - 6 Trimesters, 96 Instructional Weeks
 - or
 - 10 Trimesters, 160 Instructional Weeks
 - - Adult-Gerontology Acute Care Nurse Practitioner
 - 7 Trimesters, 112 Instructional Weeks
 - or
 - 11 Trimesters, 176 Instructional Weeks
 - - Adult-Gerontology Primary Care Nurse Practitioner
 - 6 Trimesters, 96 Instructional Weeks
 - or
 - 11 Trimesters, 176 Instructional Weeks
 - - Family Nurse Practitioner
 - 6 Trimesters, 96 Instructional Weeks
 - or
 - 9 Trimesters, 144 Instructional Weeks
 - - Informatics
 - 7 Trimesters, 112 Instructional Weeks
 - or
 - 11 Trimesters, 176 Instructional Weeks
 - - Nurse Leader

6 Trimesters, 96 Instructional Weeks

or

9 Trimesters, 144 Instructional Weeks

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- Nurse Educator

6 Trimesters, 96 Instructional Weeks

or

9 Trimesters, 144 Instructional Weeks

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- Psychiatric-Mental Health Nurse Practitioner

8 Trimesters, 128 Instructional Weeks

or

11 Trimesters, 176 Instructional Weeks

Time to
Complete

RN-MSN

- - Advanced Generalist: 24 Months or 40 Months
- - Informatics: 24 Months or 36 Months
- - Nurse Educator: 24 Months or 36 Months
- - Nurse Leader: 24 Months or 36 Months
- - Adult-Gerontology Primary Care Nurse Practitioner: 24 Months or 44 Months
- - Family Nurse Practitioner: 24 Months or 44 Months
- - Psychiatric-Mental Health Nurse Practitioner: 32 Months or 44 Months
- - Adult-Gerontology Acute Care Nurse Practitioner: 28 Months or 44 Months

** Total program length may vary. WCU distance education programs may not be available to residents in all states.*

RN to Master of Science in Nursing - Advanced Generalist: Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 11-9111.00

RN to Master of Science in Nursing - Nurse Educator: Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 11-9111.00

RN to Master of Science in Nursing - Family Nurse Practitioner: Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 29-1171.00, 11-9111.00

RN to Master of Science in Nursing - Informatics: Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 11-9111.00, 15-1121.01

RN to Master of Science in Nursing - Nurse Leader: Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 11-9111.00, 15-1121.01

RN to Master of Science in Nursing - Psychiatric-Mental Health Nurse Practitioner: SOC Code: 29-1170

RN to Master of Science in Nursing - Adult-Gerontology Acute Care Nurse Practitioner: SOC Code: 29-1170

RN to Master of Science in Nursing - Adult-Gerontology Primary Care Nurse Practitioner: SOC Code: 29-1170

Mission Statement

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Program Learning Outcomes

Upon graduation, RN to MSN students will:

1. Integrate the various sciences from nursing and such other fields as physiology, statistics, psychosocial, political, financial, genetics, public health and the organizations sciences in the continued improvement of nursing across the continuum of various health care settings.
2. Provide leadership in a variety of settings that promote high quality safe patient care that also incorporates ethical decision making and effective working relationships across a variety of disciplines.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards and performance measures necessary to apply quality principles, within any type of organization.
4. Apply evidenced based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate and integrate and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence health and health care.
7. Communicate and coordinate with a variety of health professionals in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidenced based practices of health promotion and disease prevention using client centered, culturally and age appropriate concepts in the nursing process of services to individuals, families and broad based aggregate populations.
9. Demonstrate an advanced level of nursing and relevant sciences and the ability to integrate that knowledge into nursing practice that influences health care outcomes for individual, families, populations or systems.

RN to MSN

The RN-MSN program promotes foundational competencies that are core to advanced nursing practice in an ever-changing and globally reaching healthcare environment. Academic, practice experience, and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that

values the dignity and contributions of all members. Standards of ethical behavior and decision-making are essential foundations of the education programs that guide individuals to distinguish ethical principles and understand the consequences and implications beyond personal and organizational self-interest.

This RN-MSN degree programs build upon prior nursing clinical knowledge and experience and focuses on the core knowledge, skills and abilities that are essential to meet the complexities of today's healthcare environment. Academic, practice experience, and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of all members.

The core courses and practice experience offer expanded study in the health care areas of advocacy, program management, education, clinical practice, research, and health policy formulation. Graduates will be able to formulate an inspirational perspective of nursing, incorporating a wide range of theories from nursing and other sciences. The Essentials of Master's Education in Nursing (AACN, 2011) provides a foundation for the theoretical and clinical emphasis of the RN- MSN program.

RN to MSN Nurse Informatics Track

The Informatics track focuses upon preparing students for an exciting career in the development and management of healthcare information technology, incorporating the tools and skills to design and improve the use of informatics into practice, education, administration and research. This program helps prepare graduates to assist in the creation, analysis, and testing of applications utilized in electronic health records, provide support and training and act as a liaison between all departments involved in the introduction and use of healthcare technology, as well as facilitate the analysis of clinical data for performance improvement programs and enhance the continuity of care.

RN to MSN Nurse Educator Track

The Nurse Educator track focuses on the development of the nursing professional who can integrate enhanced leadership skills with nursing education in the academic or service setting, to formulate a professional commitment to learning and to make a contribution to quality improvement. There is a critical shortage of nursing faculty in the United States and this program provides students with advanced content essential for today's contemporary nurse educator. The program integrates content related to adult learning, curriculum design, simulation and evaluation of nursing courses and programs in a variety of settings. The program also includes opportunities to explore contemporary educational modalities. The knowledge and expertise gained through this program are applicable in a variety of settings.

RN to MSN Nurse Leader Track

The West Coast University RN to Master of Science in Nursing (MSN) program Nurse Leader track helps to prepare the graduate for the challenges of leading health care organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, research utilization, strategic planning and financial management, as well as policy development, ethical concepts and practices, and opportunities to collaborate with other health care disciplines. The program prepares the nurse leader to lead processes and teams, and apply analytical and problem-solving skills on a daily basis to enhance the quality of patient care outcomes in a variety of settings.

RN to MSN Advanced Practice Registered Nurse (APRN) Tracks

RN to MSN Psychiatric-Mental Health Nurse Practitioner

The RN to MSN Advanced Practice Registered Nurse (APRN) Tracks are designed to build on the experiences of the registered nurse and prepare the student to meet the health care needs of the family by providing health assessments, direct care, and guidance, teaching, or counseling as appropriate, particularly around client/family self-care. The APRN typically works collaboratively with physicians and other professionals within the health care system. APRNs work in a variety of health care settings, such as but not limited to private practice, clinics, community health organizations, prisons, schools, and hospice care. The demand for more Nurse Practitioners continues to grow as

they present a viable solution to the growing trend of fewer physicians entering practice. These tracks are aligned with standards set by the National Organization of Nurse Practitioner Faculties and the American Association of Colleges of Nursing.

RN to MSN Family Nurse Practitioner

The Family Nurse Practitioner (FNP) is a registered nurse educated at the Master's level as a nurse practitioner. The focus of care for the FNP is children and adults of all ages, in the context of the family unit. The FNP is educated to provide high-quality, continual, and comprehensive wellness and illness care to children and adults by providing preventive health services, patient education, disease management, and illness prevention. The FNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt healthcare interventions based on individualized assessments of individual/family needs. The FNP practices in the context of community, with broad knowledge, sensitivity, and awareness of the specific needs of people from diverse populations and cultural backgrounds. Family nurse practitioners practice primarily in ambulatory care settings.

RN to MSN Adult-Gerontology Primary Care Nurse Practitioner

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AGPCNP is to provide primary care to individuals across the adult age spectrum from late adolescence through older adulthood. In addition, AG PCNPs are prepared to provide comprehensive end of life care to adults. The AGPCNP is educated to provide high quality, continual and comprehensive wellness and illness care to adults by providing preventive health services, patient education, disease management and illness prevention. The AGPCNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AG PCNP practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. AGPCNP delivers care may include community health centers and clinics, private medical practices, specialty clinics, health maintenance organizations, Veteran's Administration facilities, Geriatric Evaluation and Management (GEM) units, adult day health centers, assisted living facilities, skilled nursing facilities and other long-term care settings, acute and chronic rehabilitation centers, urgent care and emergency departments.

RN to MSN Adult-Gerontology Acute Care Nurse Practitioner

The Adult-Gerontology Acute Care Nurse Practitioner (AG ACNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AG ACNP is to provide Acute care to individuals across the adult age spectrum from late adolescence through older adulthood. In addition, AG ACNPs are prepared to provide comprehensive end of life care to adults. The AG ACNP is educated to provide high quality, continual and comprehensive wellness and illness care to adults by providing preventive health services, patient education, disease management and illness prevention. The AG ACNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AG ACNP practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. AG ACNP delivers care may include community health centers and clinics, private medical practices, specialty clinics, health maintenance organizations, Veteran's Administration facilities, Geriatric Evaluation and Management (GEM) units, adult day health centers, assisted living facilities, skilled nursing facilities and other long-term care settings, acute and chronic rehabilitation centers, urgent care and emergency departments.

This program meets the educational eligibility requirements for the ANCC Nurse Executive, Board Certified Credential (NE-BC).

RN TO MSN ADMISSIONS REQUIREMENTS

Applicants to the program must meet the following standards (RN-MSN All Track Options):

1. Submit a non-refundable application fee to cover administrative cost of processing application.
2. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
 - a. Applicants awaiting their licensure exam may be admitted if they meet all other admissions criteria but must show proof of licensure prior to entering the third trimester of the program.**

3. Submit official transcripts from a Board of Nursing licensed Associate Degree or Diploma in Nursing program;
 - a. Applicants can be conditionally admitted into the first week of the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period in order to be admitted into the program.
 - b. Applicants with a valid license may be admitted with approved documentation of earned high school degree or equivalent pending receipt of official transcripts of the nursing degree. Official transcripts must be submitted to document program completion.
4. Have achieved a minimum cumulative grade point average (CGPA) of 2.7 from the student's Associate Degree or Diploma in Nursing program.
 - a. Applicants with an undergraduate degree GPA of 2.5-2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following and interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
5. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
6. One (1) year of direct patient care experience as a registered nurse (RN) within the past five years is preferred except for the APRN tracks which require one (1) year of full-time RN experience in direct care prior to entering APRN core courses.

*All students must have a current and unobstructed license in the United States prior to entering the third trimester of the program; an unobstructed license is required for degree completion and will be verified again prior to entering the practicum course. Failure to present a valid RN license will result in dismissal from the university until such time license is current and unobstructed.

Admissions Requirements Advanced Practice Registered Nurse (APRN) Tracks Only:

In addition to the admissions requirements above, applicants to the RN to Master of Science in Nursing - Advanced Practice Registered Nurse (APRN) tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. Submission of a written essay that addresses the applicant's career goals and motivations for APRN study.
3. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care RN experience prior to entering APRN core courses.
4. Submission of a current Curriculum Vitae.
5. All applicants may be contacted for a personal interview with the Program Dean as needed based on the submitted application.
6. Students who have taken an outside or generalist Advanced Health/Physical Assessment course (or its equivalent) within five (5) years must participate in the On-site Intensive (OSI) weekend for Advanced Health/Physical Assessment course and must pass the Objective Structured Clinical

Evaluation (OSCE) to receive credits. Students who do not pass the OSCE must repeat the APRN Advanced Health/Physical Assessment course at West Coast University.

7. Students who have previously taken an outside or generalist Advanced Pharmacology which was not approved by the BRN for prescriptive authority will need to complete and pass a BRN-approved Advanced Pharmacology course/module (or equivalent) prior to the end of first term of matriculation to receive credits.

Nursing (RN to MSN) Transfer Credits

The RN to MSN program awards 42 transfer credits for an unobstructed current RN license issued in the United States and up to 48 credits of general education transfer credits (total of 90 transfer credits).

Nursing applicants requesting additional transfer credits for courses must provide official transcripts no later than six months after the start of the semester in which the student commences his or her education at the University. Only college-level coursework will be considered for transfer credit. All coursework must have been taken at an institution accredited by an agency recognized by the United States Department of Education.

Note: Students enrolled in the RN-MSN program must have earned/transferred in 72 credits in order to be eligible for federal Title IV financial aid.

If a post-licensure nursing student cannot provide appropriate documentation evidencing general education transfer credit eligibility at the time of enrollment, the student will be scheduled for General Education classes at West Coast University beginning in the second term of enrollment. Full-time students will be scheduled in General Education and Nursing core courses consecutively until all required General Education credits have been completed. Part-time students will be scheduled in General Education and Nursing core courses for alternating terms.

Post-licensure nursing students are permitted to complete additional *General Education* credits outside of West Coast University while concurrently. Students are responsible for submitting official transcripts for each additional General Education credit completed outside of West Coast University within three months of completion. All General Education credits must be completed prior to the student's enrollment in NURS495L-A or NURSE495L-B.

Progression Requirements (All MSN Tracks)

A cumulative grade point average (CGPA) of 3.0 is required in all 500 and 600 courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress policy.

NURS 496L A&B Language

Students who do not intend to earn a California Public Health Certificate should register for NURS 496L A & B as a substitute for NURS 495L. Please contact your program dean if you have any questions.

RN-MSN-APRN Progression Requirement

1. In the APRN tracks, students must receive a grade of "B-" or better in all APRN track courses taken to progress. Students will be allowed one (1) course failure (theory or clinical) with opportunity to repeat it. If the student fails the second time, the student will be dismissed from the APRN and may move to the MSN (non-APRN) program.
2. An APRN student may be dismissed for the following reasons: Failure to maintain satisfactory academic progress according to the standards of the program; conduct reasons; or failure to meet program-specific grade and/or clinical requirements.
3. Due to the importance of the content of the three (3) Advanced Practice core courses (Advanced Physiology and Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment), they (or their equivalents) must have been completed within the last five (5) years with a grade of "B-" or better prior to starting APRN core courses. If more than five years has elapsed, they will need to repeat the courses.

4. Students must demonstrate clinical competence prior to starting the APRN track clinical/practicum courses. Demonstration includes a focused history taking, physical examination and documentation of findings. Students who do not demonstrate clinical competence cannot be placed in a clinical practicum course.
5. A student in the APRN track must participate in the On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the OSI.
6. A student who fails a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress into the next course and must follow the University Incomplete policy.

RN to MSN - Advanced Generalist Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams	48.0
LDR 432	Principles of Leadership for Healthcare Organizations	3
PATH 370	Pathophysiology	3
MATH 211	Statistics	3
NURS 340A	Public Health Nursing	1.5
NURS 340B	Public Health Nursing	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 530	Advanced Physiology and Pathophysiology - APRN	3

NURS 540	Research Utilization	3	
NURS 561	Health Promotion and Disease Prevention	3	
NURS 570	Advanced Pharmacology	3	
NURS 580	Advanced Health/Physical Assessment	3	
NURS 590A	Advanced Clinical Concepts	1.5	
NURS 590B	Advanced Clinical Concepts	1.5	
NURS 591L-A	Advanced Clinical Practice Practicum	1.5	
NURS 591L-B	Advanced Clinical Practice Practicum	1.5	
NURS 690A	Culminating Experience I	1.5	
NURS 690B	Culminating Experience II	1.5	
NURS 535	Principles of Teaching and Learning	3	
			Subtotal: 51.0
Required at WCU			51.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			141.0

RN to MSN Informatics Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB)	48.0

- * American Credit Evaluation (ACE)
- * National College Credit Recommendation Service (NCCRS)
- * Challenge exams

PATH 370	Pathophysiology	3
LDR 432	Principles of Leadership for Healthcare Organizations	3
MATH 211	Statistics	3
NURS 340A	Public Health Nursing	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 340B	Public Health Nursing	1.5
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 495L-A	Community Practice Experience	1.5
NURS 521	Ethics in Healthcare	3
NURS 495L-B	Community Practice Experience	1.5
NURS 656	Project Management in Healthcare Informatics	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 540	Research Utilization	3
NURS 677	Intro to Healthcare Informatics	3
NURS 655	Database Systems, Design and Informatics	3
NURS 658	Interoperability and Standards	3
NURS 659	Implementation, Management, and Evaluation of Healthcare Systems	3
NURS 675L-A	Health Informatics Practicum I	1.5
NURS 693A	Culminating Experience I	1.5
NURS 675L-B	Health Informatics Practicum II	1.5

NURS 693B	Culminating Experience II	1.5	
			Subtotal: 51.0
Required at WCU			51.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			141.0

RN to MSN Nurse Educator Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams	48.0
PATH 370	Pathophysiology	3
LDR 432	Principles of Leadership for Healthcare Organizations	3
MATH 211	Statistics	3
NURS 340A	Public Health Nursing	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 340B	Public Health Nursing	1.5
NURS 510	Policy, Organization, and Financing in Healthcare	3

NURS 495L-A	Community Practice Experience	1.5	
NURS 521	Ethics in Healthcare	3	
NURS 495L-B	Community Practice Experience	1.5	
NURS 535	Principles of Teaching and Learning	3	
NURS 561	Health Promotion and Disease Prevention	3	
NURS 540	Research Utilization	3	
NURS 530	Advanced Physiology and Pathophysiology - APRN	3	
NURS 570	Advanced Pharmacology	3	
NURS 642	Assessment and Evaluation in Nursing Education	3	
NURS 640	Curriculum Design and Simulation	3.0	
NURS 641LA	Education Teaching Practicum	1.5	
NURS 692A	Culminating Experience I	1.5	
NURS 641LB	Education Teaching Practicum	1.5	
NURS 692B	Culminating Experience II	1.5	
			Subtotal: 51.0
Required at WCU			51.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			141.0

RN to MSN Nurse Leader Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams	48.0
LDR 432	Principles of Leadership for Healthcare Organizations	3
PATH 370	Pathophysiology	3
MATH 211	Statistics	3
NURS 340A	Public Health Nursing	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 340B	Public Health Nursing	1.5
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 495L-A	Community Practice Experience	1.5
NURS 521	Ethics in Healthcare	3
NURS 495L-B	Community Practice Experience	1.5
NURS 561	Health Promotion and Disease Prevention	3
HA 550	Leadership Models for Health Care Managers	3
NURS 540	Research Utilization	3

HA 540	Strategic Planning in Health Care Organizations	3	
NURS 677	Intro to Healthcare Informatics	3	
HA 520	Financial Management for Health Care Managers	3	
NURS 594	Advanced Practice Theory: Nursing Leadership	3	
NURS 595L-A	Advanced Practice: Nurse Leader Practicum I	1.5	
NURS 694A	Culminating Experience I	1.5	
NURS 595L-B	Advanced Practice: Nurse Leader Practicum II	1.5	
NURS 694B	Culminating Experience II	1.5	
			Subtotal: 51.0
Required at WCU			51.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			141.0

RN to MSN - Adult-Gerontology Primary Care Nurse Practitioner Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework:* College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams	48.0
LDR 432	Principles of Leadership for Healthcare Organizations	3
MATH 211	Statistics	3
PATH 370	Pathophysiology	3
NURS 340A	Public Health Nursing	1.5
NURS 340B	Public Health Nursing	1.5
NURS 495L-A	Community Practice Experience	1.5
NURS 495L-B	Community Practice Experience	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3

NURS 561	Health Promotion and Disease Prevention	3	
NURS 676	Advanced Pharmacology - APRN	3	
NURS 679	Primary Care Adult and Geriatric Patient: Theory	3	
NURS 679L-A	Primary Care Adult and Geriatric Patient: Practicum I	2	
NURS 679L-B	Primary Care Adult and Geriatric Patient: Practicum II	2	
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4	
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3	
NURS 682L-A	Advanced Healthcare Residency I	2	
NURS 682L-B	Advanced Healthcare Residency II	2	
NURS 684	Primary Care Women's Health: Theory	2	
NURS 684L	Primary Care Women's Health: Practicum	2	
NURS 691A	Culminating Experience I	1.5	
NURS 691B	Culminating Experience II	1.5	
			Subtotal: 64.0
Required at WCU			64.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			154.0

RN to MSN Family Nurse Practitioner Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams	48.0
LDR 432	Principles of Leadership for Healthcare Organizations	3
MATH 211	Statistics	3
PATH 370	Pathophysiology	3
NURS 340A	Public Health Nursing	1.5
NURS 340B	Public Health Nursing	1.5
NURS 495L-A	Community Practice Experience	1.5
NURS 495L-B	Community Practice Experience	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3

NURS 561	Health Promotion and Disease Prevention	3	
NURS 676	Advanced Pharmacology - APRN	3	
NURS 679	Primary Care Adult and Geriatric Patient: Theory	3	
NURS 679L-A	Primary Care Adult and Geriatric Patient: Practicum I	2	
NURS 679L-B	Primary Care Adult and Geriatric Patient: Practicum II	2	
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4	
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3	
NURS 682L-A	Advanced Healthcare Residency I	2	
NURS 682L-B	Advanced Healthcare Residency II	2	
NURS 684	Primary Care Women's Health: Theory	2	
NURS 684L	Primary Care Women's Health: Practicum	2	
NURS 685	Primary Pediatric Care: Theory	2	
685L 685L	Primary Pediatric Care: Practicum	2	
NURS 691A	Culminating Experience I	1.5	
NURS 691B	Culminating Experience II	1.5	
			Subtotal: 68.0
Required at WCU			68.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			158.0

RN to MSN - Psychiatric-Mental Health Nurse Practitioner Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework:* College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams	48.0
LDR 432	Principles of Leadership for Healthcare Organizations	3
MATH 211	Statistics	3
PATH 370	Pathophysiology	3
NURS 340A	Public Health Nursing	1.5
NURS 340B	Public Health Nursing	1.5
NURS 495L-A	Community Practice Experience	1.5
NURS 495L-B	Community Practice Experience	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3

NURS 561	Health Promotion and Disease Prevention	3	
NURS 676	Advanced Pharmacology - APRN	3	
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4	
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3	
NURS 682L-A	Advanced Healthcare Residency I	2	
NURS 682L-B	Advanced Healthcare Residency II	2	
NURS 683	Neurobiology and Psychopharmacology	3	
NURS 686	Psychiatric - Mental Health Care Across the Lifespan: Theory I	3	
NURS 686L	Psychiatric - Mental Health Care Across the Lifespan: Practicum I	3	
NURS 687	Psychiatric - Mental Health Care Across the Lifespan: Theory II	3	
NURS 687L	Psychiatric - Mental Health Care Across the Lifespan: Practicum II	3	
NURS 691A	Culminating Experience I	1.5	
NURS 691B	Culminating Experience II	1.5	
			Subtotal: 68.0
Required at WCU			68.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			158.0
RN to MSN - Adult-Gerontology Acute Care Nurse Practitioner Track Curriculum			
LDR 432	Principles of Leadership for Healthcare Organizations	3	

MATH 211	Statistics	3
PATH 370	Pathophysiology	3
NURS 340A	Public Health Nursing	1.5
NURS 340B	Public Health Nursing	1.5
NURS 495L-A	Community Practice Experience	1.5
NURS 495L-B	Community Practice Experience	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy, Organization, and Financing in Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 676	Advanced Pharmacology - APRN	3
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3
NURS 682L-A	Advanced Healthcare Residency I	2
NURS 682L-B	Advanced Healthcare Residency II	2
NURS 691A	Culminating Experience I	1.5
NURS 691B	Culminating Experience II	1.5
NURS 696	Acute Care Adult and Geriatric Patient: Theory I	3
NURS 696L	Acute Care Adult and Geriatric Patient: Practicum I	3
NURS 697	Acute Care Adult and Geriatric Patient: Theory II	3

NURS 697L Acute Care Adult and Geriatric 3
Patient: Practicum II

	Subtotal: 65.0
Required at WCU	65.0
Awarded for College-Level Non-Nursing Courses	48.0
Awarded for Unobstructed RN Licensure	42.0
Degree Total	155.0

Adult-Gerontology Primary Care Nurse Practitioner Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	28 Credits
Program Length*	4 Semesters, 64 Instructional Weeks
Time to Complete	16 Months

* *Total program length may vary.*

WCU distance education programs are delivered out of the Orange County and Online Texas campuses, and may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours.

Standard Occupational Classification (SOC) Codes: 29-1141.00, 29-1170.00, 25-1072.00, 11-9111.00

Adult-Gerontology Primary Care Nurse Practitioner Program Purpose:

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AGPCNP is to provide primary care to individuals across the adult age spectrum from late adolescence through older adulthood. In addition, AGPCNPs are prepared to provide comprehensive end of life care to adults. The AGPCNP is educated to provide high quality, continual and comprehensive wellness and illness care to adults by providing preventive health services, patient education, disease management and illness prevention. The AGPCNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AGPCNP practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. AGPCNP delivers care may include community health centers and clinics, private medical practices, specialty clinics, health maintenance organizations, Veteran's Administration facilities, Geriatric Evaluation and Management (GEM) units, adult day health centers, assisted living facilities, skilled nursing facilities and other long-term care settings, acute and chronic rehabilitation centers, urgent care and emergency departments.

ADMISSION REQUIREMENTS

Applicants for the Adult-Gerontology Primary Care Nurse Practitioner (Post-Master's) Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Have a cumulative graduate GPA of 2.7
 - a. Applicants with an undergraduate GPA of 2.5 to 2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
3. Provide proof of current unobstructed professional licensure as a Registered Nurse (RN) in the United States.
4. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care experience as a registered nurse (RN) prior to entering APRN core courses.
5. Pre-requisite coursework: **Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment** within the last five (5) years.

In addition to meeting the admissions requirements stipulated above, applicants to the APRN (Post-Master's) tracks must also:

1. Recommendation for admission by the Program Dean and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. Submission of a written essay that addresses the applicant's career goals and motivations for APRN study.
3. Submit current Curriculum Vitae.
4. All applicants may be contacted for a personal interview with the Program Dean as needed based on the submitted application.
5. Students who have taken an outside or generalist Advanced Health/Physical Assessment course (or its equivalent) within five (5) years must participate in the On-site Intensive (OSI) weekend for Advanced Health/Physical Assessment course and must pass the Objective Structured Clinical Evaluation (OSCE) to receive credits. Students who do not pass the OSCE must repeat the APRN Advanced Health/Physical Assessment course at West Coast University.
6. Students who have previously taken an outside or generalist Advanced Pharmacology which was not approved by the BRN for prescriptive authority will need to complete and pass a BRN-approved Advanced Pharmacology course/module (or equivalent) prior to the end of first term of matriculation to receive credits.

Transfer Credits

- All students who have taken Advanced Physical Assessment within three years will also need to pass a written exam and an OSCE - Objective Structured Clinical Evaluation, on campus, performed in the presence of the APRN faculty, to assess their readiness to begin the clinical rotations in the APRN track.
- Students who have previously taken Advanced Pharmacology which was not approved by the BRN as a prescriptive authority will need to pass a 45-Hour Advanced Pharmacology Course to transfer in those credits.

APRN PROGRESSION REQUIREMENTS

1. In the APRN tracks, students must receive a grade of "B-" or better in all APRN track courses taken to progress. Students will be allowed one (1) course failure (theory or clinical) with opportunity to repeat it. If the student fails the second time, the student will be dismissed from the APRN and may move to the MSN (non-APRN) program.
2. An APRN student may be dismissed for the following reasons: Failure to maintain satisfactory academic progress according to the standards of the program; conduct reasons; or failure to meet program-specific grade and/or clinical requirements.
3. Due to the importance of the content of the three (3) Advanced Practice core courses (Advanced Physiology and Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment), they (or their equivalents) must have been completed within the last five (5) years with a grade of "B-" or better prior to starting APRN core courses. If more than five years has elapsed, they will need to repeat the courses.
4. Students must demonstrate clinical competence prior to starting the APRN track clinical/practicum courses. Demonstration includes a focused history taking, physical examination and documentation of findings. Students who do not demonstrate clinical competence cannot be placed in a clinical practicum course.
5. A student in the APRN track must participate in the On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the OSI.
6. A student who fails a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress into the next course and must follow the University Incomplete policy.

PROGRAM INFORMATION AND DISCLOSURES

AGPCNP Certificate Disclosure Regarding the CA Board of Registered Nursing (BRN)

After successful completion of the West Coast University Post-Master's Adult-Gerontology Primary Care Nurse Practitioner Certificate program, graduates will be able to apply for certification with the California Board of Registered Nursing (BRN) through "Method One".

For more information about Certification application requirements, please visit the California Board of Registered Nursing (BRN) at, <http://www.rn.ca.gov/pdfs/applicants/np-app.pdf> .

AGPCNP Accreditation & Approvals Disclosure

The Adult-Gerontology Primary Care Nurse Practitioner coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

A student in the Post-Master's Adult-Gerontology Primary Care Nurse Practitioner online program at West Coast University participates in two On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (POST-MASTER'S) CURRICULUM

Adult-Gerontology Primary Care Nurse Practitioner (Post-Master's) Coursework

NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 676	Advanced Pharmacology - APRN	3

NURS 679	Primary Care Adult and Geriatric Patient: Theory	3
NURS 679L-A	Primary Care Adult and Geriatric Patient: Practicum I	2
NURS 679L-B	Primary Care Adult and Geriatric Patient: Practicum II	2
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3
NURS 682L-A	Advanced Healthcare Residency I	2
NURS 682L-B	Advanced Healthcare Residency II	2
NURS 684	Primary Care Women's Health: Theory	2
NURS 684L	Primary Care Women's Health: Practicum	2

Subtotal: 28

Adult-Gerontology Primary Care Nurse Practitioner (Post-Master's) Certificate Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Family Nurse Practitioner Certificate (Post-Master's)

Program Location	Distance Education/Online Campus
Program Credits	32 Credits
Program Length*	5 Trimesters, 80 Instructional Weeks
Time to Complete	20 Months

* Total program length may vary.

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 600 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1171.00, 25-1072.00, 29-1141.00, 11-9111.00

The Institute of Medicine Future of Nursing recommendations are asking private and public funders, health care organizations, nursing education programs, and nursing associations to expand opportunities for nurses to lead and manage collaborative efforts with physicians and other members of the health care team to conduct research and to redesign and improve practice environments and health systems. These entities should also provide opportunities for nurses to diffuse successful practices. The family nurse practitioner (FNP) meets the health care needs of the family by providing

health assessments, direct care, and guidance, teaching, or counseling as appropriate, particularly around family self-care. The FNP typically works collaboratively with family primary care physicians and other professionals within the health care system. The demand for more Nurse Practitioners continues to grow as they present a viable solution to the growing trend of fewer physicians entering the field of family practice. FNP certification is through the State of California and nationally through the American Nurses Credentialing Center.

ADMISSION REQUIREMENTS

Applicants for the Family Nurse Practitioner (Post-Master's) Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Have a cumulative graduate GPA of 2.7
 - a. Applicants with an undergraduate GPA of 2.5 to 2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
3. Provide proof of current unobstructed professional licensure as a Registered Nurse (RN) in the United States.
4. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care experience as a registered nurse (RN) prior to entering APRN core courses.
5. Pre-requisite coursework: **Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment** within the last five (5) years.

In addition to meeting the admissions requirements stipulated above, applicants to the APRN (Post-Master's) tracks must also meet the following requirements:

1. Recommendation for admission by the Program Dean and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. Submission of a written essay that addresses the applicant's career goals and motivations for APRN study.
3. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care RN experience prior to entering APRN core courses.
4. Submission of a current Curriculum Vitae.
5. All applicants may be contacted for a personal interview with the Program Dean as needed based on the submitted application.
6. Students who have taken an outside or generalist Advanced Health/Physical Assessment course (or its equivalent) within five (5) years must participate in the On-site Intensive (OSI) weekend for Advanced Health/Physical Assessment course and must pass the Objective Structured Clinical Evaluation (OSCE) to receive credits. Students who do not pass the OSCE must repeat the APRN Advanced Health/Physical Assessment course at West Coast University.
7. Students who have previously taken an outside or generalist Advanced Pharmacology which was not approved by the BRN for prescriptive authority will need to complete and pass a BRN-approved Advanced Pharmacology course/module (or equivalent) prior to the end of first term of matriculation to receive credits.

APRN PROGRESSION REQUIREMENTS

1. In the APRN tracks, students must receive a grade of "B-" or better in all APRN track courses taken to progress. Students will be allowed one (1) course failure (theory or clinical) with opportunity to repeat it. If the student fails the second time, the student will be dismissed from the APRN and may move to the MSN (non-APRN) program.
2. An APRN student may be dismissed for the following reasons: Failure to maintain satisfactory academic progress according to the standards of the program; conduct reasons; or failure to meet program-specific grade and/or clinical requirements.
3. Due to the importance of the content of the three (3) Advanced Practice core courses (Advanced Physiology and Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment), they (or their equivalents) must have been completed within the last five (5) years with a grade of "B-" or better prior to starting APRN core courses. If more than five years has elapsed, they will need to repeat the courses.
4. Students must demonstrate clinical competence prior to starting the APRN track clinical/practicum courses. Demonstration includes a focused history taking, physical examination and documentation of findings. Students who do not demonstrate clinical competence cannot be placed in a clinical practicum course.
5. A student in the APRN track must participate in the On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the OSI.
6. A student who fails a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress into the next course and must follow the University Incomplete policy.

PROGRAM INFORMATION AND DISCLOSURES

FNP Certificate Disclosure Regarding the CA Board of Registered Nursing (BRN)

After successful completion of the West Coast University Post-Master's Family Nurse Practitioner Certificate program, graduates will be able to apply for certification with the California Board of Registered Nursing (BRN) through "[Method One](#)".

For more information about Certification application requirements, please visit the California Board of Registered Nursing (BRN) at, <http://www.rn.ca.gov/pdfs/applicants/np-app.pdf> .

FNP Accreditation & Approvals Disclosure

The Family Nurse Practitioner coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

A student in the Post-Master's Family Nurse Practitioner online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

FAMILY NURSE PRACTITIONER (POST-MASTER'S) CURRICULUM

Family Nurse Practitioner (Post-Master's) Coursework

NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 676	Advanced Pharmacology - APRN	3
NURS 679	Primary Care Adult and Geriatric Patient: Theory	3

NURS	Primary Care Adult and Geriatric	2
679L-A	Patient: Practicum I	
NURS	Primary Care Adult and Geriatric	2
679L-B	Patient: Practicum II	
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3
NURS 682L-A	Advanced Healthcare Residency I	2
NURS 682L-B	Advanced Healthcare Residency II	2
NURS 684	Primary Care Women's Health: Theory	2
NURS 684L	Primary Care Women's Health: Practicum	2
NURS 685	Primary Pediatric Care: Theory	2
685L 685L	Primary Pediatric Care: Practicum	2

Subtotal: 32

Family Nurse Practitioner (Post-Master's) Certificate Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nurse Educator Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	12 Credits
Program Length	2 Trimesters
Time to Complete	8 Months

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 135 precepted clinical hours.

Standard Occupational Classification (SOC) Codes: 29-1141.00, 25-1072.00, 11-9111.00

Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from the service setting have contributed to this emerging crisis. Certified Nurse Educator (CNE certification) is available through the National League for Nursing.

ADMISSION REQUIREMENTS

Applicants for the Nursing Educator Certificate (Post-Master's) Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
3. Submit official transcripts from all post-secondary institutions recognized by the United States Department of Education. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
4. Have a cumulative graduate GPA of 2.7.
 - a. Applicants with an undergraduate degree GPA of 2.5-2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
5. One year of direct patient care nursing experience within the past five years is preferred.
6. English proficiency for all applicants whose first language is not English will be required. Consult with Nursing and Student Affairs for any questions.

NURSE EDUCATOR CERTIFICATE (POST-MASTER'S) CURRICULUM

Nurse Educator Certificate (Post-Master's) Coursework

NURS 535	Principles of Teaching and Learning	3
NURS 642	Assessment and Evaluation in Nursing Education	3
NURS 640	Curriculum Design and Simulation	3.0
NURS 641LA	Education Teaching Practicum	1.5
NURS 641LB	Education Teaching Practicum	1.5

Subtotal: 12.0

Nurse Educator (Post-Master's) Certificate Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Nurse Leader Certificate (Post-Master's)

Program Location	Distance Education/Online
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Program Credits	18 Credits
Program Length	3 Trimesters, 48 Instructional Weeks
Time to Complete	12 Months

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 135 precepted clinical hours.

Standard Occupational Classification (SOC) Codes: 29-1141.00, 25-1072.00, 11-9111.00, 15-1121.01

The West Coast University accredited online Post-Master's Nurse Leader Certificate prepares students to take a leadership role in health care organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, strategic planning and financial management, and will have opportunities to collaborate with other health care disciplines. The program prepares the nurse leader to lead processes and teams, and apply analytical and problem-solving skills on a daily basis to enhance the quality of patient care outcomes in a variety of settings.

Completion of this program would support eligibility requirements necessary to apply for certification with the American Nurses Credentialing Center (ANCC) as a Nurse Executive (NE-BC).

ADMISSION REQUIREMENTS

Applicants for the Nurse Leader (Post-Master's) Certificate Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
3. Submit official transcripts from all post-secondary institutions recognized by the United States Department of Education. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
4. Have a cumulative graduate GPA of 2.7.
 - a. Applicants with an undergraduate degree GPA of 2.5-2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
5. One year of direct patient care nursing experience within the past five years is preferred.
6. English proficiency for all applicants whose first language is not English will be required. Consult with Nursing and Student Affairs for any questions.

NURSE LEADER CERTIFICATE (POST-MASTER'S) CURRICULUM

Nurse Leader Certificate (Post-Master's) Coursework

HA 550	Leadership Models for Health Care Managers	3
HA 540	Strategic Planning in Health Care Organizations	3
NURS 677	Intro to Healthcare Informatics	3
HA 520	Financial Management for Health Care Managers	3
NURS 594	Advanced Practice Theory: Nursing Leadership	3
NURS 595L-A	Advanced Practice: Nurse Leader Practicum I	1.5
NURS 595L-B	Advanced Practice: Nurse Leader Practicum II	1.5

Subtotal: 18.0

Nurse Leader (Post-Master's) Certificate Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Nurse Informatics Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	18 Credits
Program Length*	3 Trimesters, 48 Instructional Weeks
Time to Complete	12 Months

* Total program length may vary. WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 200 precepted clinical hours.

Standard Occupational Classification (SOC) Codes: 29-1141.00, 25-1072.00, 11-9111.00, 15-1121.01

The West Coast University accredited online Post-Master's Nursing Informatics program prepares students for the various roles and responsibilities of the nurse informaticist, including user involvement in information systems, electronic health records, system implementation and liability issues, and incorporation of the tools and skills to design and improve the use of informatics in practice, education, administration and research.

Program Objective: *This program helps prepare graduates to assist in the creation, analysis, and testing of applications utilized in electronic health records, provide support and training and act as a liaison between all departments involved in the introduction and use of healthcare technology, as well as facilitate the analysis of clinical data for performance improvement programs and enhance the continuity of care.*

The curriculum is in alignment with Technology Informatics Guiding Education Reform (TIGER) which is focused on education reform and meets the educational requirements for certification through ANCC.

ADMISSION REQUIREMENTS

Applicants for the Nursing Informatics (Post-Master's) Certificate Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
3. Submit official transcripts from all post-secondary institutions recognized by the United States Department of Education. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
4. Have a cumulative graduate GPA of 2.7.
 - a. Applicants with an undergraduate degree GPA of 2.5-2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
5. One year of direct patient care nursing experience within the past five years is preferred.
6. English proficiency for all applicants whose first language is not English will be required. Consult with Nursing and Student Affairs for any questions.

NURSE INFORMATICS CERTIFICATE (POST-MASTER'S) CURRICULUM

Nurse Informatics Certificate (Post-Master's) Coursework

NURS 677	Intro to Healthcare Informatics	3
NURS 655	Database Systems, Design and Informatics	3
NURS 656	Project Management in Healthcare Informatics	3
NURS 658	Interoperability and Standards	3
NURS 659	Implementation, Management, and Evaluation of Healthcare Systems	3
NURS 675L-A	Health Informatics Practicum I	1.5
NURS 675L-B	Health Informatics Practicum II	1.5

Subtotal: 18.0

Nurse Informatics (Post-Master's) Certificate Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Adult-Gerontology Acute Care Nurse Practitioner Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	29 Credits
Program Length	5 Trimesters, 80 Instructional Weeks
Time to Complete	20 Months

**This program will be available for students to apply by October 2021 with a start date of Fall II 2021 and will only be available through the Online Texas Campus*

Program length may vary. WCU distance education programs may not be available to residents in all states.

Hour Requirement: this track requires a total of 500 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1170.00

ADMISSION REQUIREMENTS

Applicants for the Adult-Gerontology Acute Care Nurse Practitioner (Post-Master's) Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Have a cumulative graduate GPA of 2.7
 - a. Applicants with an undergraduate GPA of 2.5 to 2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
3. Provide proof of current unobstructed professional licensure as a Registered Nurse (RN) in the United States.
4. Minimum of one (1) year of RN experience in direct care prior to entering APRN core courses.
5. Pre-requisite coursework: Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment within the last five (5) years.

Admissions Requirements (Advanced Practice Registered Nurse (APRN) Tracks only)

In addition to the admissions requirements above, applicants to the Master of Science in Nursing - Advanced Practice Registered Nurse (APRN) tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. Submission of a written essay that addresses the applicant's career goals and motivations for APRN study.
3. Submission of a current Curriculum Vitae.

4. All applicants **may** be contacted for a personal interview with the Program Dean as needed based on the submitted application.
5. Applications are expected to be complete and submitted 60 days prior to the first day of instruction. Applications received after the application deadline will be considered for admission on a space available basis.
6. Students who have taken an outside or generalist Advanced Health/Physical Assessment course (or its equivalent) within five (5) years must participate in the On-site Intensive (OSI) weekend for Advanced Health/Physical Assessment course and must pass the Objective Structured Clinical Evaluation (OSCE) to receive credits. Students who do not pass the OSCE must repeat the APRN Advanced Health/Physical Assessment course at West Coast University.
7. Students who have previously taken an outside or generalist Advanced Pharmacology which was not approved by the BRN for prescriptive authority will need to complete and pass a BRN-approved Advanced Pharmacology course/module (or equivalent) prior to the end of first term of matriculation to receive credits.

APRN Progression Requirements

1. In the APRN tracks, students must receive a grade of "B-" or better in all APRN track courses taken to progress. Students will be allowed one (1) course failure (theory or clinical) with opportunity to repeat it. If the student fails the second time, the student will be dismissed from the APRN and may move to the MSN (non-APRN) program.
2. An APRN student may be dismissed for the following reasons: Failure to maintain satisfactory academic progress according to the standards of the program; conduct reasons; or failure to meet program-specific grade and/or clinical requirements.
3. Due to the importance of the content of the three (3) Advanced Practice core courses (Advanced Physiology and Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment), they (or their equivalents) must have been completed within the last five (5) years with a grade of "B-" or better prior to starting APRN core courses. If more than five years has elapsed, they will need to repeat the courses.
4. Students must demonstrate clinical competence prior to starting the APRN track clinical/practicum courses. Demonstration includes a focused history taking, physical examination and documentation of findings. Students who do not demonstrate clinical competence cannot be placed in a clinical practicum course.
5. A student in the APRN track must participate in the On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the OSI.
6. A student who fails a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress into the next course and must follow the University Incomplete policy.

PROGRAM INFORMATION AND DISCLOSURES

Adult-Gerontology Acute Care Nurse Certificate (Post-Master's)

Accreditation & Approvals Disclosure

The Adult-Gerontology Acute Care Nurse Practitioner Certificate (Post-Master's) coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

A student in the Psychiatric-Mental Health Nurse Practitioner Certificate (Post-Master's) online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

ADULT-GERONTOLOGY CARE NURSE PRACTITIONER (POST-MASTER'S) CURRICULUM

Adult-Gerontology Acute Care Nurse Practitioner (Post-Master's) Coursework

NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 676	Advanced Pharmacology - APRN	3
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3
NURS 682L-A	Advanced Healthcare Residency I	2
NURS 682L-B	Advanced Healthcare Residency II	2
NURS 696	Acute Care Adult and Geriatric Patient: Theory I	3
NURS 696L	Acute Care Adult and Geriatric Patient: Practicum I	3
NURS 697	Acute Care Adult and Geriatric Patient: Theory II	3
NURS 697L	Acute Care Adult and Geriatric Patient: Practicum II	3

Subtotal: 29.0**Adult-Gerontology Acute Care Nurse Practitioner (Post-Master's) Certificate Program Costs**

For program costs, please see the Graduate Tuition and Fees section.

Psychiatric - Mental Health Nurse Practitioner Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	32 Credits
Program Length*	5 Trimesters, 80 Instructional Weeks
Time to Complete	20 Months

**Program length may vary.*

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1170.00

ADMISSION REQUIREMENTS

Applicants for the Psychiatric-Mental Health Nurse Practitioner (Post-Master's) Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Have a cumulative graduate GPA of 2.7
 - a. Applicants with an undergraduate GPA of 2.5 to 2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
3. Provide proof of current unobstructed professional licensure as a Registered Nurse (RN) in the United States.
4. Minimum of one (1) year of RN experience in direct care prior to entering APRN core courses.
5. Pre-requisite coursework: Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment within the last five (5) years.

In addition to meeting the admissions requirements stipulated above, applicants to the Psychiatric Mental Health Care Nurse Practitioner track must also:

1. Recommendation for admission by the Program Dean and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. Submission of a written essay that addresses the applicant's career goals and motivations for APRN study.
3. Submit current Curriculum Vitae.
4. All applicants may be contacted for a personal interview with the Program Dean as needed based on the submitted application.
5. Students who have taken an outside or generalist Advanced Health/Physical Assessment course (or its equivalent) within five (5) years must participate in the On-site Intensive (OSI) weekend for Advanced Health/Physical Assessment course and must pass the Objective Structured Clinical Evaluation (OSCE) to receive credits. Students who do not pass the OSCE must repeat the APRN Advanced Health/Physical Assessment course at West Coast University.
6. Students who have previously taken an outside or generalist Advanced Pharmacology which was not approved by the BRN for prescriptive authority will need to complete and pass a BRN-approved Advanced Pharmacology course/module (or equivalent) prior to the end of first term of matriculation to receive credits.

APRN Progression Requirements

1. In the APRN tracks, students must receive a grade of "B-" or better in all APRN track courses taken to progress. Students will be allowed one (1) course failure (theory or clinical) with opportunity to repeat it. If the student fails the second time, the student will be dismissed from the APRN and may move to the MSN (non-APRN) program.
2. An APRN student may be dismissed for the following reasons: Failure to maintain satisfactory academic progress according to the standards of the program; conduct reasons; or failure to meet program-specific grade and/or clinical requirements.
3. Due to the importance of the content of the three (3) Advanced Practice core courses (Advanced Physiology and Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical

Assessment), they (or their equivalents) must have been completed within the last five (5) years with a grade of "B-" or better prior to starting APRN core courses. If more than five years has elapsed, they will need to repeat the courses.

4. Students must demonstrate clinical competence prior to starting the APRN track clinical/practicum courses. Demonstration includes a focused history taking, physical examination and documentation of findings. Students who do not demonstrate clinical competence cannot be placed in a clinical practicum course.
5. A student in the APRN track must participate in the On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the OSI.
6. A student who fails a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress into the next course and must follow the University Incomplete policy.

PROGRAM INFORMATION AND DISCLOSURES

Psychiatric Mental Health Nurse Certificate (Post-Master's)

Accreditation & Approvals Disclosure

The Psychiatric-Mental Health Nurse Practitioner Certificate (Post-Master's) coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

A student in the Psychiatric-Mental Health Nurse Practitioner Certificate (Post-Master's) online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

PMHNP Certificate Disclosure Regarding the CA Board of Registered Nursing (BRN)

After successful completion of the West Coast University Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate program, graduates will be able to apply for certification with the California Board of Registered Nursing (BRN) through "[Method One](#)"

For more information about Certification application requirements, please visit the California Board of Registered Nursing (BRN) at, www.rn.ca.gov/applicants

PSYCHIATRIC MENTAL HEALTH CARE NURSE PRACTITIONER (POST-MASTER'S) CURRICULUM

Psychiatric Mental Health Care Nurse Practitioner (Post-Master's) Coursework

NURS 530	Advanced Physiology and Pathophysiology - APRN	3
NURS 676	Advanced Pharmacology - APRN	3
NURS 681	Advanced Health/Physical Assessment and Lab - APRN	4
NURS 682	Care Coordination and Role of the Advanced Practice Nurse	3
NURS 682L-A	Advanced Healthcare Residency I	2
NURS 682L-B	Advanced Healthcare Residency II	2

NURS 683	Neurobiology and Psychopharmacology	3
NURS 686	Psychiatric - Mental Health Care Across the Lifespan: Theory I	3
NURS 686L	Psychiatric - Mental Health Care Across the Lifespan: Practicum I	3
NURS 687	Psychiatric - Mental Health Care Across the Lifespan: Theory II	3
NURS 687L	Psychiatric - Mental Health Care Across the Lifespan: Practicum II	3

Subtotal: 32.0

Psychiatric Mental Health Care Nurse Practitioner (Post-Master's) Certificate Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Occupational Therapy (MSOT), Master of Science Degree - California

Program Location	Center for Graduate Studies
Program Credits	96 Credits
Program Length*	6 Trimesters, 90 Weeks
Time to Complete	24 Months

**Program length may vary.*

Standard Occupational Classification (SOC) Code: 29-1122.00, 29-1122.01

Program Mission: Our mission is to develop caring and competent entry-level generalists who are lifelong learners and who can develop into advocates and leaders for the Occupational Therapy profession in diverse local and global communities. Through a student-centric and inter-professional curriculum, the students will be prepared to be reflective practitioners by applying principles of evidence-based practice, research, and critical thinking to facilitate the well-being of consumers through engagement in valued occupations and as it relates to health promotion, prevention, and wellness.

Program Objective: West Coast University's Occupational Therapy Program is based on the belief that all humans are occupational beings in nature, and in the healing power of occupation whereby humans can influence their own health status. Occupational engagement and thus occupation-based interventions are therefore the central theme of the curriculum.

Program Learning Outcomes:

Upon successful completion of the program the Master of Science in Occupational Therapy students will be able to:

1. Develop and implement client centered care that is inclusive of cultural values, beliefs and needs.
2. Demonstrate effective communication skills to function effectively as a member of an inter-professional health care team.
3. Support all clinical decision making with evidence based knowledge.

4. Design interventions with a central focus on occupation as the means and end of therapeutic processes, in line with the profession's philosophy.
5. Integrate health promotion and wellness in interventions with individuals, communities and populations.
6. Model leadership and advocacy for occupational therapy in the full range of service areas.

ADMISSION REQUIREMENTS

A student applying for admission to a graduate program at West Coast University must:

1. Submit a completed application for admission with all admissions requirements through the Centralized Application Service for Occupational Therapy system (OTCAS) and pay \$75 application fee through WCU.
2. Meet the program admissions requirements.
3. Submit a copy of official transcripts through OTCAS.
4. Participate in a qualitative admissions interview arranged by the admissions department.
5. Complete an enrollment agreement if accepted into the program.
6. All requirements must be met by the application deadline in order to be considered.

Program specific application requirements and prerequisites:

1. Have obtained a bachelor's degree from a regionally accredited institution. Overall last 60 semester units must meet a 3.0 minimum GPA.
2. Application can be submitted during enrollment in an undergraduate degree program or during completion of prerequisite course work. However, pending coursework/undergraduate degree along with and all other requirements must be completed, met, and verified through OTCAS by the deadline in order to qualify.
3. Medical terminology course required.
4. Applicants who earned a bachelor's degree in a non-English speaking country must have verification of the following scores within two years of intended enrollment:
5. An Internet Based TOEFL (iBT) score of 90 with no less than 20 on each sub-score; or
 - a. An IELTS of 6.5 with no less than 6 on each band score.
 - b. Students whose native language is English and/or students with a bachelor's degree from a U.S. college or university are exempted from this examination.
6. Applicants must have obtained an overall 3.0 Grade Point Average (GPA) of program prerequisite courses (from accredited universities) within the last ten years and with a grade of a C or better.
 - a. **Required prerequisite courses:**
 - Two (2) courses in the humanities or social sciences (Psychology, Sociology, Humanities, Anthropology; Philosophy; Religion; Ethics; Cultural studies; Group Dynamics - 3 semester units each).
 - One (1) Statistics course. (3 semester units)
 - One (1) course in Human Anatomy plus Lab (3 semester units).
 - One (1) course in Physiology plus Lab (3 semester units).
 - One (1) course in Human Development or Lifespan (Human Growth & Development, Developmental Psychology, Lifespan Psychology (3 semester units).

- One (1) course in Abnormal or Behavioral Psychology (Abnormal Behavior, Abnormal Psychology, Psychopathology, Behavioral Disorders) (3 semester units).
- One (1) course in Advanced Writing (3 semesters units)
 - b. Student should have:
 - Basic computer skills in Microsoft Word and PowerPoint.
 - Three (3) references: Two (2) occupational therapists; one (1) faculty member/advisor/employer.
 - A minimum of 40 volunteer or observation hours obtained from an occupational therapy setting of choice or multiple settings.
 - c. Full-time devotion to this program is highly recommended; any employment can interfere with the successful completion of this program.
 - d. In order to be considered, all program specific admissions requirements and prerequisites must be met by the deadline posted on OTCAS:
- The University reserves the right to deny admission to applicants if the admissions requirements are not successfully met. The denial of admissions is final and may not be appealed.
- Candidates - Once the applicant becomes an eligible candidate, a \$500 deposit (*Cashier's Check or Money Order only*) is required as part of the acceptance to the MSOT program offered at WCU. This requirement will also be mentioned in the acceptance letter from the Occupational Therapy Department.

Health Insurance Requirement - Students enrolled in the MSOT program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

The Master of Science in Occupational Therapy program does not allow transfer credit.

Please refer to OTCAS (www.otcas.org) for additional details about admissions requirements.

MSOT Candidate Deposit

Applicants that are conditionally accepted to the MSOT program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

For specific graduation requirements, please see the MSOT Graduation Requirements (p. 333).

PROGRAM INFORMATION AND DISCLOSURES

Master of Science in Occupational Therapy Program Accreditation Disclosure

The entry-level MSOT Program at WCU received accreditation in December 11, 2014 from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is 301-652-2682, and their web address is acoteonline.org. Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, states require licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

More information about the NBCOT examination process is available at: www.nbcot.org.

California Board of Occupational Therapy (CBOT) Disclosure

Graduates who wish to practice in California must apply with the California Board of Occupational Therapy to be issued licensure to practice in the state of California.

For more information about OTR license application requirements, please visit the California Board of Occupational Therapy at www.bot.ca.gov/.

Health Insurance Requirement

Students enrolled in the MSOT program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

MSOT CURRICULUM

Core Occupational Therapy Courses

OCC 510	Foundations of Occupation and Occupational Therapy	2.0
OCC 511	Occupations Across the Lifespan	2.0
OCC 512	Introduction to Fieldwork I	1.0
OCC 513	OT Evaluation and Screening I	3.0
OCC 514	Introduction to Research	2.0
OCC 515	Basic Patient Care Skills	2.0
OCC 516	Integrated Physiology and Anatomy	5.0
OCC 520A	Occupational Performance in the Older Adult	4.0
OCC 520B	Skills Lab: Older Adults	2.0
OCC 521	Fieldwork I- Older Adults	1.0
OCC 522	OT Evaluation and Screening II	2.0
OCC 523	Brain, Behavior and Occupation	3.0
OCC 524	Movement Analysis in Occupation	3.0
OCC 525	Evidence-based Practice I	2.0
OCC 526	Occupations in Practice	2.0
OCC 531A	Occupational Performance in the Adult	4.0
OCC 531B	Skills Lab: Adult	2.0
OCC 532	Fieldwork I – Adults	1.0
OCC 533	Evidence-Based Practice II	2.0
OCC 534	Preparatory Methods I	3.0
OCC 535	Assistive Technology	4.0

OCC 541A	Occupational Performance in Children and Adolescents	4.0
OCC 541B	Skills Lab: Children and Adolescents	2.0
OCC 542	Fieldwork I – Children and Adolescents	1.0
OCC 543	Introduction to Fieldwork II	1.0
OCC 544	Preparatory Methods II	4.0
OCC 545	Occupational Wellness	4.0
OCC 546	Professional Management and Leadership	3.0
OCC 551	Preparation for Professional Practice	1.0
OCC 552	Fieldwork II-A	12.0
OCC 562	Fieldwork II-B	12.0

Subtotal: 96.0

MSOT Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Occupational Therapy (MSOT), Master of Science Degree - Texas

Program Location	Texas
Program Credits	90 Credits
Program Length	6 Trimesters, 90 Weeks
Time to Complete	24 Months

**Program length may vary*

Standard Occupational Classification (SOC) Code: 29-1122.00, 29-1122.01

Program Mission: Our mission is to develop caring and competent entry-level generalists who are lifelong learners and who can develop into advocates and leaders for the Occupational Therapy profession in diverse local and global communities. Through a student-centric and inter-professional curriculum, the students will be prepared to be reflective practitioners by applying principles of evidence-based practice, research, and critical thinking to facilitate the well-being of consumers through engagement in valued occupations and as it relates to health promotion, prevention, and wellness.

Program Objective: West Coast University's Occupational Therapy Program is based on the belief that all humans are occupational beings in nature, and in the healing power of occupation whereby humans can influence their own health status. Occupational engagement and thus occupation-based interventions are therefore the central theme of the curriculum.

Program Learning Outcomes:

Upon successful completion of the program the Master of Science in Occupational Therapy students will be able to:

1. Develop and implement client centered care that is inclusive of cultural values, beliefs and needs.
2. Demonstrate effective communication skills to function effectively as a member of an inter-professional health care team.
3. Support all clinical decision making with evidence based knowledge.
4. Design interventions with a central focus on occupation as the means and end of therapeutic processes, in line with the profession's philosophy.
5. Integrate health promotion and wellness in interventions with individuals, communities and populations.
6. Model leadership and advocacy for occupational therapy in the full range of service areas.

ADMISSION REQUIREMENTS

A student applying for admission to a graduate program at West Coast University must:

1. Submit a completed application for admission with all admissions requirements through the Centralized Application Service for Occupational Therapy system (OTCAS) and pay \$75 application fee through WCU.
2. Meet the program admissions requirements.
3. Submit a copy of official transcripts through OTCAS.
4. Participate in a qualitative admissions interview arranged by the admissions department.
 - a. Engage in interview with faculty member or the Dean
 - b. Draft an essay on given topic.
5. Complete an enrollment agreement if accepted into the program.
6. All requirements must be met by the application deadline in order to be considered.

Program specific application requirements and prerequisites:

1. Have obtained a bachelor's degree from a regionally accredited institution. Overall last 60 semester units must meet a 3.0 minimum GPA.
2. Application can be submitted during enrollment in an undergraduate degree program or during completion of prerequisite course work. However, pending coursework/undergraduate degree along with and all other requirements must be completed, met, and verified through OTCAS by the deadline in order to qualify.
3. Medical terminology course required.
4. Applicants who earned a bachelor's degree in a non-English speaking country must have verification of the following scores within two years of intended enrollment:
5. An Internet Based TOEFL (iBT) score of 90 with no less than 20 on each sub-score; or
 - a. An IELTS of 6.5 with no less than 6 on each band score.
 - b. Students whose native language is English and/or students with a bachelor's degree from a U.S. college or university are exempted from this examination.
6. Applicants must have obtained an overall 3.0 Grade Point Average (GPA) of program prerequisite courses (from accredited universities) within the last ten years and with a grade of a C or better.

a. **Required prerequisite courses:**

- Two (2) courses in the humanities or social sciences (Psychology, Sociology, Humanities, Anthropology; Philosophy; Religion; Ethics; Cultural studies; Group Dynamics - 3 semester units each).
- One (1) Statistics course. (3 semester units)
- One (1) course in Human Anatomy plus Lab (3 semester units).
- One (1) course in Physiology plus Lab (3 semester units).
- One (1) course in Human Development or Lifespan (Human Growth & Development, Developmental Psychology, Lifespan Psychology (3 semester units).
- One (1) course in Abnormal or Behavioral Psychology (Abnormal Behavior, Abnormal Psychology, Psychopathology, Behavioral Disorders) (3 semester units).
- One (1) course in Advanced Writing (3 semesters units)

b. Student should have:

- Basic computer skills in Microsoft Word and PowerPoint.
- Three (3) references: Two (2) occupational therapists; one (1) faculty member/advisor/employer.
- A minimum of 40 volunteer or observation hours obtained from an occupational therapy setting of choice or multiple settings.

c. Full-time devotion to this program is highly recommended; any employment can interfere with the successful completion of this program.

d. In order to be considered, all program specific admissions requirements and prerequisites must be met by the deadline posted on OTCAS:

- The University reserves the right to deny admission to applicants if the admissions requirements are not successfully met. The denial of admissions is final and may not be appealed.
- Candidates - Once the applicant becomes an eligible candidate, a \$500 deposit (*Cashier's Check or Money Order only*) is required as part of the acceptance to the MSOT program offered at WCU. This requirement will also be mentioned in the acceptance letter from the Occupational Therapy Department.

Health Insurance Requirement - Students enrolled in the MSOT program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

The Master of Science in Occupational Therapy program does not allow advanced placement, transfer credit, or substitution of course work based on previous experience.

Please refer to OTCAS (www.otcas.org) for additional details about admissions requirements.

MSOT Candidate Deposit

Applicants that are conditionally accepted to the MSOT program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

For specific graduation requirements, please see the MSOT Graduation Requirements (p. 333).

CLINICAL REQUIREMENTS

The program has five fieldwork opportunities. Fieldwork Level I is 1 week each in trimesters 2; 3; 4 covering the life stages of the Older Adult, Adult, and Child & Adolescent (40 hours each). Fieldwork Level II takes place in trimester 5 and 6 and each 15 weeks in length (510 hours each). Fieldwork serves to synthesize skills, knowledge and professional attitude in real life situations.

PROGRAM INFORMATION AND DISCLOSURES

Master of Science in Occupational Therapy Program Accreditation Disclosure

More information about the NBCOT examination process is available at: www.nbcot.org.

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

Students enrolled in the MSOT program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

MSOT CURRICULUM

Core Occupational Therapy Courses

OCC 610	Occupational Therapy Practice and Profession	2
OCC 611	Theory of Fieldwork I	2
OCC 612	Theory of Scholarship and Research	2
OCC 613	Evaluation and Assessment I	3
OCC 614	Clinical Skills and Procedures	2
OCC 615	Human Movement in Occupation	4
OCC 620	Occupational Performance: Older Adult Population	3
OCC 620L	Occupational Performance: Older Adult Skills Lab	2
OCC 621	Preparation for Practice: I-Older Adult (Fieldwork I-A)	1
OCC 622	Evaluation and Assessment II	3
OCC 623	Occupations and the Brain	3

OCC 624	Occupations through the Lifespan	3
OCC 625	Evidence in OT Practice I	2
OCC 630	Occupational Performance: Adult Population	3
OCC 630L	Occupational Performance: Adults Skills Lab	2
OCC 631	Preparation for Practice: I - Adult (Fieldwork I-B)	1
OCC 632	Evidence in OT Practice II	2
OCC 633	Modalities in OT Practice	3
OCC 634	Technology in OT Practice	4
OCC 640	Occupational Performance: Child and Adolescent Population	3
OCC 640L	Occupational Performance: Child and Adolescent Skills Lab	2
OCC 641	Preparation for Practice: I - Child and Adolescent (Fieldwork I-C)	1
OCC 642	Theory of Fieldwork II	2
OCC 643	Modalities in OT Practice II	4
OCC 644	Community and Wellness	4
OCC 645	Leadership and Advancement in OT Practice	3
OCC 650	Preparation for Practice II-A	12
OCC 660	Preparation for Practice II-B (Fieldwork II-B)	12

Subtotal: 90.0

MSOT Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Occupational Therapy Doctorate (OTD)

Program Location	Center for Graduate Studies
Program Credits	120 Credits
Program Length	8 Trimesters, 120 Weeks
Time to Complete	32 Months

**Program length may vary.*

Standard Occupational Classification (SOC) Code: 29-1122.00

The philosophy of the Department of Occupational Therapy at WCU reflects the mission statement and values of West Coast University, the values of the occupational therapy profession, and the mission and values of the faculty of the Occupational Therapy Doctorate program. Some of the themes that these entities share are: student-centricity; commitment to the communities served; innovation and creativity; and the efficient use of resources. The occupational therapy curriculum incorporates beliefs about health and well-being, occupation, and teaching and learning. Education is focused on preparing the student to emerge as a "scholar of practice" with advance skill above those of a generalist as a direct care provider, consultant, educator, manager, researcher, and advocate for the professions and the consumer (ACOTE Preamble, p.1)

West Coast University's Occupational Therapy Program is based on the belief that all humans are occupational beings in nature, and in the healing power of occupation whereby humans can influence their own health status. Occupational engagement and thus occupation-based interventions are therefore the central theme of the curriculum.

Our mission is to provide doctoral-level education to develop caring and competent Occupational Therapy practitioners through the integration of theory, research and practice. These scholars of practice will be lifelong learners and can develop into advocates and leaders for the Occupational Therapy profession in diverse local and global communities. Through a student-centric and interprofessional curriculum, the students will be prepared to be reflective practitioners by applying principles of evidence-based practice, research, and critical thinking to facilitate the well-being of consumers through engagement in valued occupations and as it relates to health promotion, prevention, and wellness.

Program Learning Outcomes:

Upon successful completion of the program the Occupational Therapy Doctorate students will be able to:

1. Develop and implement client centered care that is inclusive of cultural values, beliefs and needs.
2. Demonstrate effective communication skills to function effectively as a member of an inter-professional health care team.
3. Apply critical analysis of evidence during the occupational therapy process and participate to increase the body of knowledge of the profession through the preparation and dissemination of scholarship.
4. Design and implement interventions with a central focus on occupation as the means and end of therapeutic process, in line with the professions philosophy.
5. Integrate health promotion and wellness in interventions with individuals, communities and populations.
6. Model leadership and advocacy for occupational therapy in the full range of service areas.

ADMISSION REQUIREMENTS

A student applying for admission to the OTD program at West Coast University must:

1. Submit a completed application for admission and pay application fee through WCU and OTCAS and submit transcripts by the deadline.
2. Meet the program admissions requirements.
3. Submit a copy of official transcripts through OTCAS.
4. Participate in a qualitative admissions interview arranged by a University Admissions Advisor.
5. Complete an enrollment agreement if accepted into the program.

Program specific application requirements and prerequisites:

1. Have obtained a bachelor's degree from a regionally accredited institution. Overall Last 60 unit requirement must meet a 3.0 minimum GPA

2. Application can be submitted during enrollment in an undergraduate degree program or during completion of prerequisite course work. *Note: In order to be considered for admissions all course work must be completed and final documentation must be submitted by the deadline posted on OTCAS.*
3. Medical terminology course required. (1-2 credits)
4. Applicants who earned a bachelor's degree in a non-English speaking country must have verification of the following scores within two years of intended enrollment:
5. An Internet Based TOEFL (iBT) score of 90 with no less than 20 on each sub-score; or
 - a. An IELTS of 6.5 with no less than 6 on each band score.
 - b. Students whose native language is English and/or students with a bachelor's degree from a U.S. college or university are exempted from this examination.
1. Applicants must have obtained an overall 3.0 Grade Point Average (GPA) of program prerequisite courses (from accredited universities) within the last ten years.
 1. Required prerequisite courses:
 - Two (2) courses in the humanities or social sciences (Anthropology; Philosophy; Religion; Ethics; Cultural studies; Group dynamics) (3 semester units)
 - One (1) Statistics course (3 semester units)
 - One (1) courses in Human Anatomy plus lab (3 semester units)
 - One (1) course in Physiology plus lab (3 semester units)
 - One (1) course in Human Development or Lifespan (3 semester units)
 - One (1) course in Abnormal or Behavioral Psychology (3 semester units)
 - One (1) course in Advanced Writing (3 semester units)
 1. Student should have:
 - a. Basic computer skills in Microsoft Word and PowerPoint
 - b. Three (3) references: Two (2) occupational therapists;1 faculty member/advisor
 - c. A minimum of 40 volunteer or observation hours obtained from an occupational setting of choice

In order to be considered, all program specific admissions requirements and prerequisites must be met by deadlines posted on OTCAS.

Fulltime devotion to this program is highly recommended; any employment can interfere with the successful completion of this program

- The University reserves the right to deny admission to applicants if the admissions requirements are not successfully met. The denial of admissions is final and may not be appealed.
- Candidates - Once the applicant becomes an eligible candidate, a \$500 deposit (*Cashier's Check or Money Order only*) is required as part of the acceptance to the OTD program offered at WCU. This requirement will also be mentioned in the acceptance letter from the Occupational Therapy Department.

Health Insurance Requirement - Students enrolled in the OTD program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

The Occupational Therapy Doctorate program does not allow transfer credit.

OTD Candidate Deposit

Applicants that are conditionally accepted to the OTD program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

For specific graduation requirements, please see the OTD Graduation Requirements.

PROGRAM INFORMATION AND DISCLOSURES

Program Information and Disclosure

West Coast University's Occupational Therapy Doctorate program has been granted accreditation by the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA), at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. The program's graduates are eligible to sit for the national certification examination for the occupational therapist by the National Board for Certification in Occupational Therapy (NBCOT), Inc. An individual will be considered an Occupational Therapist, Registered (OTR) following successful completion of the abovementioned exam. Though most states require licensure in order to practice, the state licenses are usually contingent on successful passage of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination as well as eligibility to obtain state licensure. For further questions, one may reach ACOTE by phone c/o AOTA, at (301) 652-AOTA. The National Board for Certification in Occupational Therapy (NBCOT) can be reached at www.nbcot.org.

More information about the NBCOT examination process is available at: www.nbcot.org.

California Board of Occupational Therapy (CBOT) Disclosure

Graduates who wish to practice in California must apply with the California Board of Occupational Therapy to be issued licensure to practice in the state of California.

For more information about OTR license application requirements, please visit the California Board of Occupational Therapy at www.bot.ca.gov/.

Health Insurance Requirement

Students enrolled in the OTD program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

OTD CURRICULUM

The Occupational Therapy Doctorate program is offered on a Trimester system, with 3 trimesters a year. Students may complete the OTD program in a total of 8 trimesters over 32 months.

Core Occupational Therapy Courses

OCC 710	Foundations of Occupational Therapy Practice	3
OCC 711	Occupations Across the Lifespan	2
OCC 712	Introduction to Fieldwork I	1
OCC 713	OT Evaluation and Screening I	3
OCC 714	Introduction to Scholarship and Research	2
OCC 715	Basic Patient Care Skills	2

OCC 716	Integrated Physiology and Anatomy	5
OCC 720A	Occupational Performance in the Older Adult Population	5
OCC 720B	Skills Lab: Older Adult	2
OCC 721	Fieldwork I – Older Adult	1
OCC 722	OT Evaluation and Screening II	2
OCC 723	Brain, Behavior and Occupation	3
OCC 724	Movement Analysis in Occupation	3
OCC 725	Scholarship and Evidence-Based Practice I	3
OCC 726	Occupations in Practice	2
OCC 730	Introduction to Doctoral Studies	1
OCC 731A	Occupational Performance in the Adult Population	5
OCC 731B	Skills Lab: Adult	2
OCC 732	Fieldwork I – Adults	1
OCC 733	Scholarship and Evidence-Based Practice II	3
OCC 734	Preparatory Methods I	3
OCC 735	Assistive Technology	4
OCC 741A	Occupational Performance in the Child and Adolescent Population	5
OCC 741B	Skills Lab: Children and Adolescents	2
OCC 742	Fieldwork I-Children and Adolescents	1
OCC 743	Introduction to Fieldwork II	1
OCC 744	Preparatory Methods II	4
OCC 745	Occupational Wellness	4
OCC 746	Leadership and Advancement in Occupational Therapy Practice	4
OCC 751	Preparation for Doctoral Professional Practice	1
OCC 752	Fieldwork II-A	12
OCC 761	Preparation for Capstone I	1

OCC 762	Fieldwork IIB	12
OCC 771	Preparation for Capstone II	2
OCC 773	Doctoral Capstone Experience I	5
OCC 780	Doctoral Capstone Experience II	6
OCC 782	Capstone	2

Subtotal: 120.0

OTD Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Master of Business Administration (MBA)

Program Location	Distance Education/Online
	<ul style="list-style-type: none"> • Master of Business Administration (MBA) <ul style="list-style-type: none"> • - Health Administration & Leadership Track • - Public Health Track • - Project Management Track
Program Credits	<p>Master of Business Administration (MBA): 36 Credits</p> <ul style="list-style-type: none"> • - Health Administration & Leadership Track: 36 Credits • - Public Health Track: 36 Credits • - Project Management Track: 36 Credits
Program Length*	<ul style="list-style-type: none"> • <p>Master of Business Administration (MBA):</p> <p style="padding-left: 40px;">3 Trimesters, 48 Instructional Weeks</p> <p style="text-align: center;">or</p> <p style="padding-left: 40px;">6 Trimesters, 96 Instructional Weeks</p>

- - Health Administration & Leadership Track:
 - 3 Trimesters, 48 Instructional Weeks
 - or
 - 6 Trimesters, 96 Instructional Weeks
- - Public Health Track:
 - 3 Trimesters, 48 Instructional Weeks
 - or
 - 6 Trimesters, 96 Instructional Weeks
- - Project Management Track:
 - 3 Trimesters, 48 Instructional Weeks
 - or
 - 6 Trimesters, 96 Instructional Weeks

Time to Complete	Master of Business Administration (MBA): 12 Months or 24 Months <ul style="list-style-type: none"> • - Health Administration & Leadership Track: 12 Months or 24 Months • - Public Health Track: 12 Months or 24 Months • - Project Management Track: 12 Months or 24 Months
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* *Program length may vary.*

Please Note: WCU distance education programs may not be available to residents in all states

Standard Occupational Classification (SOC) Code: 11-1000.00, 13.0000.00

The online MBA degree program offers an academic foundation in the core disciplines of business. The MBA program is intended to improve the student's ability to make effective decisions, promote professional growth, and increase their knowledge and understanding of management in a business setting. The MBA degree program offers students a broad, general business administration curriculum that addresses critical issues facing today's managers and leaders. Students will develop foundational knowledge of the business decision-making process.

The philosophy of the program is to provide the knowledge and skills necessary for the application of theoretical and practical knowledge in business to build a strong foundation that will assist the student in addressing the challenges that face leaders in their organizations. The MBA program courses emphasize strong managerial and analytical skills including integral qualitative and quantitative analytical techniques.

The aim of the program is to provide a broad base of experience in core areas of business that ensures diversity of training and provide the students in obtaining a coherent sense of business knowledge that will prepare them for progressive leadership and managerial employment opportunities in all types of business enterprises including health care organizations, financial institutions and other business entities. The program focuses on the knowledge and applications that will help students to manage people and resources.

Program Mission:

The Master of Business Administration program is designed to prepare career-focused individuals to excel as leaders in a wide range of business professions. Students will integrate and apply managerial knowledge, analytical skills, and effective decision-making abilities to achieve professional goals, contribute to organizational performance and productivity, create value in their organizations, and serve their communities.

Program Learning Outcomes:

Upon graduation, MBA students will:

1. Analyze and evaluate issues within a business organization and use data analytics and knowledge of business and management to formulate solutions.
2. Critique and evaluate emerging global and domestic marketing, economics, and financial trends using academic research and practical business literature.
3. Apply and integrate procedures, processes, and information systems tools to effectively manage business finances and operations.
4. Synthesize critical thinking and analytical skills to produce clear and concise business reports.
5. Apply knowledge of business law and ethics to employ effective decision-making.
6. Analyze competitor positions and market opportunities both domestically and globally.

ADMISSION REQUIREMENTS

Applicants for the Master of Business Administration Program must meet the following admissions requirements:

1. Complete an online application for admissions.
2. Participate in an interview with a University Admissions Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations.
4. Have a baccalaureate degree from an accredited institution with a 2.7 cumulative GPA or higher.
 - a. Applicants with an undergraduate GPA of 2.00-2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Director/Dean.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
5. Provide official undergraduate transcripts of a baccalaureate degree prior to the end of the add/drop period of the first term.
 - a. Applicants submitting non-U.S. or non-English transcripts will be required to have their coursework evaluated by a transcript evaluation service to determine the equivalency to a U.S. degree/course. If the transcript evaluation is unclear as to the equivalency to a U.S.

degree/course, the Program Dean will evaluate transcripts to determine if a minimum of 3 academic years of undergraduate coursework has been completed for admission.

- b. Applicants submitting advanced degrees will be reviewed by the Program Dean to determine if a minimum of 3 academic years of undergraduate coursework has been completed for admission.
6. Master of Business Administration Transfer Credit Evaluation: Only graduate level courses in which a grade of B- or better was received, taken in a program similar to the Master of Business Administration will be evaluated for transfer credit. A maximum of nine (9) credit hours will be considered for transfer, and must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be conditionally enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's MBA program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first semester of coursework in the MBA program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, he/she would not be admitted into the program. Please refer to the "Good Standing" policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the MBA degree. Decisions regarding transferability of credit are made by the MBA program Dean.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the MBA program would be subject to the university dismissal policy.

BUSINESS ADMINISTRATION PROGRESSION REQUIREMENTS

A minimum grade of a "C-" will be required to receive course credit in the MBA Program. Should a student receive a "D+" grade or lower, it will not be considered a passing grade for the MBA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and may be required to meet with the program Dean.

BUSINESS ADMINISTRATION CURRICULUM

To achieve the graduation requirement of 36 credits, all students must complete 36 credits of core and track courses. Core courses provide students with the specific discipline experience required for

the degree. All students will complete at least 27 core course credits as detailed below. The remaining 9 credits are based on the program track the student is enrolled in. The currently available programs are:

- Master of Business Administration (MBA)
 - MBA – Health Administration & Leadership Track
 - MBA – Public Health Track
 - MBA – Project Management Track

Core courses to be completed if no track chosen (9 credits)

BUS 520	Principles of Economics	3
BUS 530	Business Statistics and Analytics	3
BUS 540	Business Information Support Systems	3

Subtotal: 9

Track Courses:

Health Administration & Leadership Track

Track courses to be completed in the Health Administration & Leadership Track (9 credits)

HA 540	Strategic Planning in Health Care Organizations	3
HA 545	Hospital Administration and Management	3
HA 550	Leadership Models for Health Care Managers	3

Subtotal: 9

Public Health Track

Track courses to be completed in the Public Health Track (9 credits)

PH 500	Foundations of Public Health	3
PH 535	Environmental and Occupational Health	3
PH 545	Leadership Principles and Policies in Public Health	3

Subtotal: 9

Project Management Track

Track courses to be completed in the Public Management Track (9 credits)

BUS 540	Business Information Support Systems	3
HA 555	Project Management	3
HA 557	Project Management II	3

Subtotal: 9

Core Courses:

Core Courses to be completed by all students (27 credits)

BUS 500	Business and Administrative Communications	3
BUS 505	Managerial Accounting	3
BUS 510	Business Law and Ethics	3
BUS 515	Finance Application and Theory	3
BUS 525	Principles of Management	3
BUS 535	Organizational Behavior and Leadership	3
BUS 545	Fundamentals of Operations Management	3
BUS 550	Marketing Analysis and Trends	3
BUS 555	Strategic Management	3

Subtotal: 27

MBA Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF HEALTH ADMINISTRATION (MHA)

Master of Health Administration (MHA)

Program Location Distance Education/Online

- Master of Health Administration (MHA)
 - - Organizational Leadership Track
 - - Public Health Track
 - - Project Management Track

Program Credits	Master of Health Administration (MHA): 36 Credits <ul style="list-style-type: none">- Organizational Leadership Track: 36 Credits- Public Health Track: 36 Credits- Project Management Track: 36 Credits
Program Length	<ul style="list-style-type: none">Master of Health Administration (MHA): 3 Trimesters, 48 Instructional Weeks or 6 Trimesters, 96 Instructional Weeks- Health Administration & Leadership Track: 3 Trimesters, 48 Instructional Weeks or 6 Trimesters, 96 Instructional Weeks- Public Health Track: 3 Trimesters, 48 Instructional Weeks or 6 Trimesters, 96 Instructional Weeks- Project Management Track: 3 Trimesters, 48 Instructional Weeks or 6 Trimesters, 96 Instructional Weeks
Time to Complete	Master of Health Administration (MHA): 12 Months or 24 Months <ul style="list-style-type: none">- Health Administration & Leadership Track: 12 Months or 24 Months- Public Health Track: 12 Months or 24 Months

-
- Project Management Track: 12 Months or 24 Months

**Program length may vary.*

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Code: 11-9111.00, 11-3011.00, 13-1111.00

Program Mission: The mission of the Master of Health Administration program at West Coast University is to provide recent graduates, early to mid-careerists, and working professionals from diverse educational and cultural backgrounds with the qualities of leadership and managerial tools required to become leaders who effect change within health care provider organizations and firms.

The MHA program provides a strong foundation in the core functional areas of Business Management with a focus on the health care industry and interprofessional education. The program prepares graduates with multidisciplinary skills required for entry-level managerial positions in hospitals, long term care facilities, medical group practices, and other health care facilities.

We deliver our program through highly qualified faculty who work within the health care field and who engage in scholarship and research, professional development, and service. The MHA program strives for student success through a community of learning enriched by professional development experiences, leveraging our relationships with local organizations, international internship partners and our alumni network.

Program Objective: The Master of Health Administration degree provides students with a strong foundation in the core functional areas of Management with a focus on the Health Care industry. The program prepares students with the multidisciplinary skills required for the supervisory and managerial positions to meet the challenges facing the health care industry and the significant social impact it has on the economy.

Program Learning Outcomes

Upon graduation students will be able to:

1. Evaluate the culturally diverse health care environment.
2. Develop plans within the health care environment.
3. Analyze ethical and legal practices within a health care setting.
4. Analyze the inter-professional relationships within a health care setting.
5. Demonstrate core business knowledge to develop viable health management solutions.
6. Assess leadership models and apply selected applications to health care management practices.
7. Promote innovation and entrepreneurship within a health care setting.

ADMISSION REQUIREMENTS

Applicants for the Master of Health Administration must:

1. Complete an online application for admissions.
2. Participate in an interview with a University Admissions Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations.
4. Have a baccalaureate degree from an accredited institution with a 2.7 cumulative GPA or higher.
 - a. Applicants with an undergraduate GPA 2.00-2.69 may be considered for probationary admission after meeting the following admissions requirements:

- i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
5. Provide official undergraduate transcripts of a baccalaureate degree prior to the end of the add/drop period of the first term.
 - a. Applicants submitting non-U.S. or non-English transcripts will be required to have their coursework evaluated by a transcript evaluation service to determine the equivalency to a U.S. degree/course. If the transcript evaluation is unclear as to the equivalency to a U.S. degree/course, the Program Dean will evaluate transcripts to determine if a minimum of 3 academic years of undergraduate coursework has been completed for admission.
 - b. Applicants submitting advanced degrees will be reviewed by the Program Dean to determine if a minimum of 3 academic years of undergraduate coursework has been completed for admission.
 - c. Master of Health Administration Transfer Credit Evaluation: Only graduate level courses in which a grade of B- or better was received, taken in a program similar to the Master of Health Administration will be evaluated for transfer credit. A maximum of nine (9) credit hours will be considered for transfer and must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be conditionally enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBLE FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's MHA program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first trimester of coursework in the MHA program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, he/she would not be admitted into the program. Please refer to the "[Good Standing](#)" policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the MHA degree. Decisions regarding transferability of credit are made by the MHA Program Dean.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the MHA program would be subject to the university dismissal policy.

HEALTH ADMINISTRATION PROGRESSION REQUIREMENTS

A minimum grade of a "C-" will be required to receive course credit in the MHA Program. Should a student receive below a "C-" grade, it will not be considered a passing grade for the MHA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and may be required to meet with the program Dean.

HEALTH ADMINISTRATION CURRICULUM

To achieve the graduation requirement of 36 credits, all students must complete 36 credits of core and track courses. Core courses provide students with the specific discipline experience required for the degree. All students will complete at least 27 core course credits as detailed below. The remaining 9 credits are based on the program track the student is enrolled in. The currently available programs are:

- Master of Health Administration (MHA)
 - MHA – Organizational Leadership Track
 - MHA – Public Health Track
 - MHA – Project Management Track

Core Courses:

Core Courses to be completed by all students (27 credits)

HA 500	Legal and Ethical Issues in Health Care Management	3
HA 505	Information Systems for Health Care Programs	3
HA 520	Financial Management for Health Care Managers	3
HA 530	Managerial Epidemiology	3
HA 535	Health Research Methods	3
HA 540	Strategic Planning in Health Care Organizations	3
HA 545	Hospital Administration and Management	3
HA 550	Leadership Models for Health Care Managers	3
HA 565	Capstone Course: Cases in Health Care Management	3

Subtotal: 27

Core courses to be completed if no track chosen (9 credits)

HA 525	Marketing Management for Health Care Professionals	3
HA 555	Project Management	3
HA 560	Entrepreneurial Opportunities in Health Care Industry	3

Subtotal: 9

Track Courses:

Organizational Leadership Track

Track courses to be completed in the Organizational Leadership Track (9 credits)

BUS 525	Principles of Management	3
BUS 535	Organizational Behavior and Leadership	3
BUS 545	Fundamentals of Operations Management	3

Subtotal: 9

Public Health Track

Track courses to be completed in the Public Health Track (9 credits)

PH 500	Foundations of Public Health	3
PH 515	Cultural Diversity & Health Disparities in Public Health	3
PH 536	Environmental and Occupational Health	3

Subtotal: 9

Project Management Track

Track courses to be completed in the Public Management Track (9 credits)

BUS 545	Fundamentals of Operations Management	3
HA 555	Project Management	3
HA 557	Project Management II	3

Subtotal: 9

MHA Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF PHYSICIAN ASSISTANT (MPA)

Master of Physician Assistant (MPA) - CA

Program Location	Center for Graduate Studies, CaliforniaDistance Education
Program Credits	108 Credits
Program Length	6 Trimesters, 90 Instructional Weeks
Time to Complete	24 Months

* *Program length may vary.*

Standard Occupational Classification (SOC) Code: 29-1071

Program Mission: The West Coast University Physician Assistant Program - California provides an intentionally immersive learning environment focused on clinical and cultural competence, personal wellness and insight, and ethical responsibility. Through our unique approach to transformational education and student support, we prepare medical professionals to demonstrate competent compassionate person-centric care with respect and equity to all communities served.

Program Vision: The West Coast University Physician Assistant Program - California strives to equip clinically and culturally competent medical providers to serve the medical needs of patients, families, and communities.

Program Learning Outcomes

The West Coast University Physician Assistant Program – California has the following program learning outcomes/goals:

1. Demonstrate evidence-based medical knowledge and practices to effectively provide holistic, person-centric care. (*Patient-Centered Practice Knowledge*)
2. Integrate knowledge related to the business of healthcare to prepare students for professional practice and promote equitable utilization of resources for optimal patient care. (*Health Care Finance and Systems*)
3. Illustrate person-centric engagement-and practices including but not limited to cultural humility to promote optimal patient care -and population health with all persons. (*Society and Population Health*)
4. Demonstrate person-centric communication practices that optimize patient care. (*Health Literacy and Communication*)
5. Exhibit interprofessional collaboration to improve patient outcomes and demonstrate leadership skills that prioritize safety. (*Interprofessional Collaborative Practice and Leadership*)
6. Embody professionalism to be prepared for responsible and ethical medical practice. (*Professional and Legal Aspects of Health Care*)

PROGRAM INFORMATION AND DISCLOSURES

The ARC-PA has granted Accreditation-Provisional status to the West Coast University Physician Assistant Program sponsored by West Coast University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to

demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation. Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-west-coast-university-orange-county/>

Master of Physician Assistant- California Program Requirements

1. Obtain background clearance.*
2. Undergo one or more comprehensive drug screening tests.*
3. Strict adherence to the Bloodborne Pathogens Policy and Exposure Control Plan.
4. Submit documentation of immunizations, vaccinations, tuberculosis clearance.*
5. Provide and maintain a current Basic Life Support (BLS) and ACLS certification.*
6. Expect the hours and days to vary depending on the trimester schedule.
7. Expect the trimester schedule to be final and non-negotiable. If a student refuses a clinical assignment, the student will be dismissed from the program.

**Information regarding these requirements is provided during the application process and at the program orientation.*

Master of Physician Assistant- California Licensure Disclosure

To become a certified PA (PA-C), graduates must pass the Physician Assistant National Certifying Examination (PANCE). In addition, graduates must obtain state medical/physician assistant board licensure/registration. Licensure requirements vary from state to state.

A PA may not begin working as a Physician Assistant in most states until successfully passing the PANCE and obtaining state licensure/registration. There may be exceptions for state licensures or federal employment, such as the military. Failure to complete all necessary steps may constitute practicing medicine without a medical license. Upon graduation, students are responsible for ensuring certification and licensure/registration in their state of residence. West Coast University is not responsible for registration or licensing; the student is solely responsible for all such requirements and verifying proper authorizations to practice medicine have been obtained.

Health Insurance Requirement

Students enrolled in the Master of Physician Assistant- California program will be required to provide evidence of health insurance.

Supervised Clinical Practicum Experience (SCPE) Location

The MPA CA Program Clinical Team will work diligently to secure SCPEs within each student's home community based on the approved clinical sites in states that have been vetted by the University. Please see the Clinical Coordinator for information of current approved sites and states. In the event that all nine clinical rotations are not found in the student's home location, the student will be required to come to California or an area with a confirmed, clinical location for a confirmed five (5) week rotation at the student's expense.

Student Financial Responsibility for Clinical Site Travel

Students are required to travel to clinical sites that may be outside of their immediate area or state and are responsible for their own housing, transportation (reliable), and food.

MPA CURRICULUM - CALIFORNIA

**Please note that the curriculum of the program is subject to change. Students should refer to the program handbook and/or syllabus for updated information.*

Physician Assistant Courses

PA 501	Professionalism in Medicine I with Lab	1
PA 504	Applied Anatomy & Physiology I with Lab	4
PA 510	Holistic Medicine & Patient Care I	7
PA 513	Holistic Medicine & Patient Care I Lab and Clinical Immersion	5.5
PA 516	Problem Based Clinical Application Lab I	1.5
PA 531	Professionalism in Medicine II with Lab	1
PA 534	Applied Anatomy & Physiology II with Lab and Clinical Immersion	4.5
PA 540	Holistic Medicine & Patient Care II	7
PA 543	Holistic Medicine & Patient Care II Lab and Clinical Immersion	4.5
PA 550	Problem Based Clinical Application Lab II	1.5
PA 558	Behavioral Medicine with Lab	3
PA 561	Professionalism in Medicine III with Lab	1
PA 564	Applied Anatomy & Physiology III with Lab and Clinical Immersion	4
PA 570	Holistic Medicine & Patient Care III	7
PA 573	Holistic Medicine & Patient Care III Lab and Clinical Immersion	4.5

PA 576	Problem Based Clinical Application Lab III	1.5
PA 580	Health Communications	1.5
PA 590	Clinical Preparation Skills Lab with Clinical Immersion	2.5
PA 660	Advanced Clinical Seminar I	1.5
PA 662	Family Medicine Supervised Clinical Practice	4
PS 664	Certification Preparation I	1.5
PA 668	Internal Medicine Supervised Clinical Practice	4
PA 670	Advanced Clinical Seminar II	1.5
PA 672	Pediatric Supervised Clinical Practice	4
PA 674	Certification Preparation II	1.5
PA 678	Women's Health Supervised Clinical Practice	4
PA 680	Advanced Clinical Seminar III with Clinical Immersion	2
PA 682	Behavioral Medicine Supervised Clinical Practice	4
PA 684	Certification Preparation III	1.5
PA 686	Surgery Supervised Clinical Practice	4
PA 688	Emergency Medicine Supervised Clinical Practice	4
PA 690E	Supervised Clinical Practice Experience Elective I	4
PA 692E	Supervised Clinical Practice Experience Elective II	4

Subtotal: 108.0

- For the Supervised Clinical Practice Experiences (PA662, PA668, PA672, PA678, PA682, PA686, and PA688), students have three (3), five (5) week courses each trimester. These are not lock-step and the order will be determined by the faculty.
- Students have to take two (2) of the three (3) elective courses (PA690E, PA692E, and PA694E)

MPA - CA Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Master of Physician Assistant (MPA) - TX

Program Location	WCU Texas
Program Credits	117 Credits
Program Length	6 Trimesters, 90 Instructional Weeks
Time to Complete	24 Months

* *Program length may vary.*

Standard Occupational Classification (SOC) Code: 29-1071

Program Mission: The West Coast University Physician Assistant Program prepares students to excel as clinicians and leaders by providing them with opportunities to learn and adopt practice-ready knowledge, skills, and behaviors that are patient-centered, innovative, embracing cultural humility, adaptability, and agility within the evolving, challenging, and ambiguous context of contemporary healthcare. We prepare professionals who will contribute to the advancement of the physician assistant profession through exemplar practice, life-long learning, and service, within and across their healthcare communities.

Program Learning Outcomes

Upon successful completion of the program, the Master of Physician Assistant students will be able to:

1. Apply patient-centered care using evidence-based medical knowledge, skills, and values to medical practice.
2. Evaluate the social determinants of health for patient care decisions influenced by the larger community.
3. Demonstrate health literacy communication with patients and families throughout the lifespan and across cultures.
4. Engage in interprofessional teams using collaboration and leadership skills that optimize best practice.
5. Exhibit professionalism in the integration of ethical, legal, and regulatory requirements of medical practice.
6. Provide patient care sensitive to healthcare and consumer finances in the context of evolving medical system.

ADMISSION REQUIREMENTS

Program specific application requirements and prerequisites:

1. Completion of a baccalaureate degree from a regionally accredited college or university in the United States, prior to matriculation with a cumulative grade point average of 3.0 on a 4.0 scale, excludes post-baccalaureate work.
2. Medical/health-related experience is strongly recommended.
3. Required science courses must meet a minimum of a 2.7 grade point average and must be completed within the last ten years:
 - a. Sciences (must have been taken within the last 10 years):
 - i. General Biology I and II with lab (6 semester units or 8 quarter units)
 - ii. General Chemistry I and II with lab (6 semester units or 8 quarter units)
 - iii. Organic Chemistry with lab (3 semester units or 4 quarter units)

- iii. Microbiology with lab (3 semester units or 4 quarter units)
- iiii. Biochemistry (3 semester units or 4 quarter units)
- iiiii. Genetics (3 semester units or 4 quarter units)
- iiiii. Human Anatomy I with lab * (3 semester units or 4 quarter units)
- iiiii. Human Physiology I with lab* (3 semester units or 4 quarter units)

*Anatomy and Physiology, I and II with lab for a total of 6 semester units or 8 quarter units

- b. Social Sciences:
 - i. General Psychology (3 semester units or 4 quarter units)
 - ii. Introduction to Sociology (3 semester units or 4 quarter units)
- c. Mathematics:
 - i. Introduction to Statistics (3 semester units or 4 quarter units)
- d. Language
 - i. College English and English Composition or equivalent (3 semester units or 4 quarter units)

Advanced Placement (AP) and College Level Examination Program (CLEP) credit will not be accepted for any prerequisite courses nor will the program offer advanced placement. Prerequisite courses completed within the last seven years are preferred, and all science courses must be less than 10 years old at time of application. Prerequisite courses are for enrollment purposes only and will not substitute for more advanced applied content within the professional component of the program.

4. Submit results of CASPer and Snapshot for non-academic attributes and/or people skills (<https://altusassessments.com/suite/>).
5. A current Basic Cardiac Life Support (BLS) card/certificate from the American Heart Association one month prior to program enrollment.
6. Submission of an Admissions Essay Statement
7. Three Letters of Recommendation
8. Each applicant must meet the Program Technical Standards: Meet the Program Technical Standards for admission as follows:
 - a. Candidates must be able to observe demonstrations and experiments in the basic sciences.
 - b. Candidates must have sufficient use of the sensory, vision, hearing, motor, and somatic sensation necessary to perform a physical examination including point-of-care techniques.
 - c. Candidates must be able to perform examination activities such as palpation, auscultation, percussion, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, and the movements, equilibrium and functional use of the sense of touch and vision.
 - d. Candidates must be able to learn to respond with precise, quick, and appropriate action in emergency situations.
 - e. Candidates must be able to communicate with accuracy, clarity, efficiency, and sensitivity.
 - f. Candidates must have the skills to be able to analyze and synthesize information, solve problems, and reach diagnostic and therapeutic judgments.
 - g. Candidates must be able to acknowledge evaluation and respond appropriately.
 - h. Candidates must possess the interpersonal skills to develop rapport and positive relationships with patients.
 - i. Candidates are expected to possess the perseverance, diligence, and consistency to complete the PA Program curriculum. Candidates, therefore, must be able to tolerate physically taxing workloads, to function effectively under stress, to adapt to changing environments, to display

flexibility, and to function in the face of uncertainties inherent in the clinical problems of many patients.

Candidates are expected to possess the perseverance, diligence, and consistency to complete the PA Program curriculum. Candidates, therefore, must be able to tolerate physically taxing workloads, to function effectively under stress, to adapt to changing environments, to display flexibility, and to function in the face of uncertainties inherent in the clinical problems of many patients.

Candidate Seat Deposit

Applicants that are conditionally accepted to the Master of Physician Assistant program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

PROGRAM INFORMATION AND DISCLOSURES

Master of Physician Assistant Program Clinical Requirements

1. Obtain background clearance.*
2. Undergo a drug screening.*
3. Strict adherence to the Bloodborne Pathogens Policy and Exposure Control Plan.
4. Submit documentation of immunizations, vaccinations, tuberculosis clearance.*
5. Provide and maintain a current Basic Life Support (BLS) certification.*
6. Expect the hours and days to vary depending on the trimester schedule.
7. Expect the trimester schedule to be final and non-negotiable. If a student refuses a clinical assignment, the student will be dismissed from the program.

*Information regarding these requirements is provided during the application process and at the program orientation.

Master of Physician Assistant Program Accreditation Disclosure

The ARC-PA has granted *Accreditation-Provisional* status to the West Coast University Physician Assistant Program sponsored by West Coast University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appears to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation. Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-west-coast-university/>.

Master of Physician Assistant Program Licensure Disclosure

To become a certified PA (PA-C), one must pass the Physician Assistant National Certifying Examination (PANCE). In addition, students must obtain state medical board registration/licensure. The licensure requirements will vary from state to state.

A PA may not begin working as a Physician Assistant in most states until he/she has successfully passed the Physician Assistant National Certifying Examination (PANCE) AND has been licensed/registered by the state in which they practice. There may be exceptions for certain state licensures or for federal employment, such as the military and Veterans Administration. Failure to complete all necessary steps may constitute practicing medicine without a medical license. Upon graduation, students are responsible for ensuring they obtain all required licenses and certifications. West Coast University is not responsible for registration or licensing; the student is

solely responsible for all such requirements and verifying proper authorizations to practice medicine have been obtained.

Health Insurance Requirement

Students enrolled in the MPA program will be required to provide evidence of health insurance prior to participation in clinical experiences. Participation in all clinical experience courses is required to complete the program.

MPA CURRICULUM

Physician Assistant Courses

PA 500	Medical Science	3
PA 503	Clinical Anatomy & Physiology I with Lab	7
PA 506	Patient Assessment & Counseling I with Lab	5.5
PA 509	Pharmacology & Pharmacotherapeutics I	3
PA 512	Clinical Diagnostics I	1.5
PA 515	Disease & Society I	4.5
PA 518	Mental Health	3
PA 521	Clinical Anatomy & Physiology II with Lab	5.5
PA 524	Patient Assessment & Counseling II with La	5
PA 527	Pharmacology & Pharmacotherapeutics II	3
PA 530	Clinical Diagnostic II	1.5
PA 533	Disease & Society II	5.5
PA 536	Patient Assessment & Counseling III with Lab	5
PA 539	Pharmacology & Pharmacotherapeutics III	3
PA 542	Clinical Diagnostics III	1.5
PA 545	Disease & Society III	6
PA 548	Evidence Based Medicine	1.5
PA 551	Physician Assistant Profession	2
PA 554	Clinical Skills & Preparation Lab	2
PA 600	Clinical Experience - Family Medicine	4.5

PA 603	Clinical Experience - Internal Medicine/Hospitalist Service	4.5
PA 606	Clinical Experience - Emergency Medicine	4.5
PA 609	Masters Project I	1.5
PA 612	Art of Care I	1.5
PA 615	Clinical Experience - Women's Health	4.5
PA 618	Clinical Experience - Pediatric Medicine	4.5
PA 621	Clinical Experience - Behavioral Medicine	4.5
PA 624	Masters Project II	1.5
PA 627	Art of Care II	1.5
PA 630	Clinical Experience - Surgery	4.5
PA 633	Clinical Experience - SCPE Elective	4.5
PA 636	Clinical Experience - Advanced Topics	3
PA 639	Capstone Masters Project	1.5
PA 642	Art of Care III	1.5

Subtotal: 117.0

MPA Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF PUBLIC HEALTH (MPH)

Master of Public Health (MPH)

Program Location	Distance Education/Online
	• Master of Public Health (MPH)
Program Credits	Master of Public Health (MPH) - 42 Credits
Program Length*	Master of Public Health (MPH): 4 Trimesters, 64 Instructional Weeks or 7 Trimesters, 112 Instructional Weeks

Master of Public Health (MPH): 16 Months or 28 Months

* *Program length may vary.*

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Codes: 11-9111.00, 29-9011.00, 11-9161.00, 21-1091.00, 21-1094.00, 29-1093.00, 11-3011.00, 13-1111.00, 25-1071.00, 19-1041.00, 19-4042.00, 19-5012.00

Program Mission: The mission of West Coast University's Master of Public Health program is to cultivate academic, transformational public health professionals who have learned to collaborate, create, apply, and share scholarly knowledge to enhance the health and well-being of diverse individuals and communities.

Vision: The vision of West Coast University's Master of Public Health Program is to build a safer and healthier world in which all communities thrive with the leadership of graduates who are knowledgeable, effective communicators who address the needs of diverse populations.

Program Philosophy: The Public Health program intends to prepare graduates who will protect and improve the health and well-being of communities as an important part of building a safer and healthier world. This program is designed to provide a broad perspective on the science and practice of community-based approaches to promoting health and preventing diseases. Courses focus on health promotion, environmental health, epidemiologic research methods, health leadership, and health policy, culminating in a capstone project intended to integrate essential concepts, attitudes, and behaviors.

Program Learning Outcomes

Upon graduation, MPH graduates will possess the knowledge, skills and aptitude to:

1. Assess the elements to improve health outcomes and systems through planning, implementation, and evaluation of health programs for individuals and populations.
2. Analyze essential services that public health programs provide to protect and improve the health of populations.
3. Apply research tools and analytical methods to critically analyze, monitor and assess the health status of populations, utilizing qualitative and quantitative research methodology.
4. Determine the impact of policies and legislation on individual and population health; while navigating the legal, regulatory, and organizational impact they have on the health care system.
5. Construct public health, cross-cultural community-based programs, using behavioral science and health promotion methods.
6. Create communication approaches for lay and interprofessional audiences using epidemiologic methods to analyze patterns of disease and injury.
7. Justify the relationship between environmental factors and community health, and plan solutions for environmental health problems.
8. Assemble a network of professional alliances to address social determinants of health and health disparities.

Attendance Policy: The maximum percent of absences allowed in Public Health courses is 20% per class.

ADMISSION REQUIREMENTS

Applicants for the Master of Public Health Program must:

1. Complete an online application for admissions.
2. Participate in an interview with a University Admissions Advisor.

3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations.
4. Have a baccalaureate degree from an accredited institution with a 2.7 cumulative GPA or higher.
 - a. Applicants with an undergraduate degree GPA of 2.00-2.69 may be considered for probationary admission after meeting the following admissions requirements:
 - i. The applicant must provide a letter of intent.
 - ii. The applicant must be approved for admission following an interview with the Program Dean/Director.
 - iii. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
5. Provide official undergraduate transcripts of a baccalaureate degree prior to the end of the add/drop period of the first term.
 - a. Applicants submitting non-U.S. or non-English transcripts will be required to have their coursework evaluated by a transcript evaluation service to determine the equivalency to a U.S. degree/coursework. If the transcript evaluation is unclear as to the equivalency to a U.S. degree/coursework, the Program Dean will review the transcript (translated if necessary) and transcript evaluation to determine if a minimum of 3 academic years of undergraduate coursework has been met for admission.
 - b. Applicants submitting advanced degrees will be reviewed by the Program Dean to determine if a minimum of 3 academic years of undergraduate coursework has been met for admission.
6. Master of Public Health Transfer Credit Evaluation: Only graduate level courses in which a grade of B- (80%) or better was received, taken in a program similar to the Master of Public Health will be evaluated for transfer credit. A maximum of nine (9) credit hours will be considered for transfer and must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be conditionally enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's MPH program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first trimester of coursework in the MPH program, they would be dismissed from the University. If an applicant was previously

dismissed from West Coast University for any conduct violations, he/she would not be admitted into the program. Please refer to the "[Good Standing](#)" policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the MPH degree. Decisions regarding transferability of credit are made by the MPH Program Dean.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the MPH program would be subject to the university dismissal policy.

PUBLIC HEALTH PROGRESSION REQUIREMENT

A minimum grade of a "C-" will be required to receive course credit in the MPH Program. Should a student receive below a "C-" grade, it will not be considered a passing grade for the MPH program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and may be required to meet with the program Dean.

PUBLIC HEALTH CURRICULUM

To achieve the graduation requirement of 42 credits, all students must complete 42 credits of core courses. Core courses provide students with the specific discipline experience required for the degree.

Core Courses:

Core Courses to be completed by all students (42 credits)

HA 500	Legal and Ethical Issues in Health Care Management	3
HA 530	Managerial Epidemiology	3
HA 535	Health Research Methods	3
PH 500	Foundations of Public Health	3
PH 511	Health Promotion and Social & Behavioral Health Sciences	3
PH 515	Cultural Diversity & Health Disparities in Public Health	3
PH 521	Biostatistics	3
PH 525	Development and Evaluation of Health Education Programs	3
PH 536	Environmental and Occupational Health	3
PH 540	Special Topics in Epidemiology	3
PH 546	Leadership Principles and Policies in Public Health	3
PH 551	Global Family Health	3

PH 560	Infectious Diseases - Applied Practical Experience	3
PH 566	Integrated Learning Experience	3

Subtotal: 42

MPH Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF SPEECH LANGUAGE PATHOLOGY (MSLP)

Master of Speech Language Pathology (MSLP)

Program Location	Distance Education/Online
Program Credits	56 Credits
Program Length	5 Trimesters, 75 Instructional Weeks
Time to Complete	20 Months

* *Program length may vary.*

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Codes: 29-1127.00

Program Philosophy

The philosophy of the Speech Language Pathology Program is to develop life-long learners who possess the knowledge, skills, and values required for the prevention, assessment, and treatment of communication disorders through the use of critical thinking in evidence-based academic coursework and clinical education within a student-centric environment. We are committed to preparing servant leaders, respectful of diversity and inclusion, to fulfill a humanitarian need of (re)habilitating children and adults with communication and swallowing disorders.

Program Mission

The mission of the Speech Language Pathology Program at West Coast University is to develop competent speech-language pathologists who are committed to evidence-based practice, scientific inquiry, community outreach and excellence in patient-centered care. We prepare entry-level humanistic practitioners to serve competently on interprofessional teams, and to work for the advancement of the profession.

Program Vision

We envision a virtual academic environment comprised of innovative curriculum, experiential learning opportunities, and a variety of clinical practical experiences which prepare students to serve a culturally diverse society. We continuously strive to inspire students to become servant leaders, critical thinkers, lifelong learners and reflective interprofessional practitioners.

Program Learning Outcomes

Upon successful completion of the program the Master of Speech Language Pathology students will be able to:

1. Assess speech-language pathology disorders to provide client-centered care using appropriate communication and swallowing diagnostic outcome measures.
2. Apply professional healthcare documentation strategies for accurate record-keeping to assure reimbursement and secure content management per HIPAA compliance.
3. Deliver professional communication skills to demonstrate client-centered behaviors such as cultural humility and cultural competence.
4. Provide competent intervention services for evidence-based treatment of communication and swallowing disorders.
5. Display ethical behavior in professional practice settings to adhere to ASHA Scope of Practice, Code of Ethics and the delivery of ethical client-centered care.
6. Exhibit interprofessional collaboration behaviors to establish relationship building values for effective team dynamics.

MSLP PRE-REQUISITE LEVELING COURSES

For additional admissions information and requirements please reach out to the Speech Language Pathology Department. Information regarding tuition and fees for this program can be found in the Undergraduate Tuition and Fees section of the catalog.

MSLP Pre-requisite Leveling Courses Curriculum

SLP 500	Phonological Sciences with Lab	3
SLP 502	Language Development with Lab	3
SLP 504	Guided Observation and Clinical Procedures with Lab	2
SLP 506	Clinical Audiology with Lab	3
SLP 508	Anatomy & Physiology of the Communication & Swallowing Mechanisms with Lab	3

Subtotal: 14

ADMISSION REQUIREMENTS

Applicants for the Master Speech Language Pathology program must have:

1. Obtained a baccalaureate degree in Communication Sciences and Disorders, Speech Language Pathology from an accredited institution recognized by the United States Department of Education with a cumulative grade-point average (GPA) of 3.0 or higher; excluding post-baccalaureate coursework. WCU allows MSLP prospective applicants to "challenge" pre-master's courses with a cumulative grade point average below 3.0. See MSLP Challenge Credit policy.
 - a. Applicants without a baccalaureate degree in Communication Sciences and Disorder, Speech Language Pathology, must complete the following courses, CGPA of 3.0, from an accredited institution recognized by the United States Department of Education approved by the Program Dean.
 - i. Phonological Science (3.0 semester or 4.5 quarter credits)
 - ii. Language Development (3.0 semester or 4.5 quarter credits)
 - iii. Guided observations and Clinical Procedures (2.0 semester or 1.5 quarter credits)
 - iiii. Clinical Audiology (3.0 semester or 4.5 quarter credits)
 - iiiii. Anatomy and Physiology of the Communication & Swallowing Mechanism (3.0 semester or 4.5 quarter credits)

- b. Applicants with an undergraduate degree in Communication Sciences and Disorder, Speech Language Pathology, must achieve a minimum CGPA of 3.0.
2. Completed the following prerequisite courses with a "C" or better and a cumulative GPA of 3.0 or better: Specific information about courses that will satisfy these prerequisite requirements can be found on the American Speech-Language Hearing Association website.
 - a. Statistics (3.0 semester or 4.5 quarter credits)
 - b. Social and Behavioral Science (3.0 semester or 4.5 quarter credits)
 - c. Physics or Chemistry with Lab (4.0 semester or 6.0 quarter credits)
 - d. Biological Science (3.0 semester or 4.5 quarter credits)
 3. A minimum of 25 direct and guided observation hours with an American Speech Language Hearing Association (ASHA) certified Speech Language Pathologist.
 4. Three letters (3) of reference:
 - a. One (1) from a Certified Speech-Language Pathologist
 - b. Two (2) from a faculty member, academic advisor, or a supervisor.
 5. Participate in a qualitative admissions interview.
 6. Must have completed a CASPer test within the last year and provide the results.
 7. Submitted a completed application with official transcripts through the Centralized Application Service for Communication Science and Disorders system (CSDCAS) and pay an application fee through WCU.
 8. Non-native English Speakers: Students whose native language is English and/or those with a baccalaureate degree from a United States college or university are exempted from these requirements.
 - a. Applicants submitting non-United States or non-English transcripts will be required to have coursework evaluated by a transcript evaluation service to determine the equivalency to a United States degree/coursework. If the transcript evaluation service is unable to determine the degree equivalency, the Program Dean will review the transcript to determine if the admissions criteria have been met.
 - b. Must obtain a TOEFL Score:
 - i. An Internet Based TOEFL (iBT) score of 90 with no less than 20 on each sub-score; or
 - ii. An IELTS of 6.5 with no less than 6 on each band score.

Applications can be submitted during enrollment in an undergraduate degree program or while completing required coursework. However, pending degrees, coursework or other requirements must be completed and verified through CSDCAS by the deadline to apply.

PROGRAM INFORMATION AND DISCLOSURES

Certification and Licensure Requirements

To practice as a Speech Language Pathologist, the graduate must be certified and licensed.

1. ASHA Certification
 - a. After successful completion of the Praxis Examination in Speech Language Pathology, the graduate will be eligible to apply for ASHA Certification. A felony conviction may impede or prohibit a graduate's ability to obtain ASHA certification.
2. State Licensure
 - a. State licensure requirements vary by state. State may require a law and ethics exam, Live Scan and ETS Praxis exam score. A felony conviction may impede or prohibit a graduate's ability to obtain state licensure.

Master of Speech Language Pathology Clinical Experience Requirements

Students must complete all required clinical hours in each of the clinical courses, or they will not progress into the next course; they will have a maximum of 30 days at the end of that term to complete the hours, consistent with the University incomplete policy. No further extension will be granted. This program requires a total of 375 precepted clinical hours and 25 observation hours. Participation in clinical experiences are required to complete the program. Prior to enrollment in the first clinical experience course, MSLP students must:

1. Demonstrate competency of the Program's Essential Skills and Values.*
2. Provide evidence of health insurance.*
3. Obtain a background clearance.*
4. Undergo a drug screening and clearance.*
5. Submit documentation of required immunizations, vaccinations, and tuberculosis clearance.*
6. Provide and maintain a current Basic Life Support (BLS) certification.*
7. Meet other requirements as applicable to the clinical experience site.
8. Expect the hours and days for clinicals to vary depending on the term schedule.
9. Expect the term to be final and non-negotiable. If a student refuses a clinical assignment, the student will be dismissed from the program.

*Information regarding these requirements is provided during the application process and at the program orientation.

SPEECH LANGUAGE PATHOLOGY CURRICULUM

COMM 580	Health Communication	2
SLP 520	Survey of Research with Lab	2
SLP 522	Speech Sound Disorders with Lab & Clinical Intensive I	3
SLP 524	Diagnostic Procedures with Lab	2.5
SLP 526	Language Disorders in Infants & Toddlers with Lab	2
SLP 528	Language Disorders in Children with Lab	2
SLP 530	Fluency Disorders with Lab	2
SLP 532	Dysphagia in Infants & Children with Lab	2.5
SLP 534	Neurogenic Cognitive & Language Disorders with Lab	2.5
SLP 536	Dysphagia in Adults with Lab	2.5

SLP 538	Neurogenic Speech Disorders with Lab	2.5
SLP 540	Foundations of Literacy Disorders with Lab	2
SLP 542	Voice Disorders with Lab	2
SLP 544	Medical Speech Language Pathology with Lab	2.5
SLP 546	Aural Rehabilitation with Lab	2
SLP 548	Augmentative & Alternative Communication with Lab	2
SLP 550	Interprofessional Practice in Healthcare	1.5
SLP 552	Speech Language Pathology Seminar with Clinical Intensive II	2.5
SLP 584	Clinical Experience I	2.5
SLP 586	Clinical Seminar I	1.5
SLP 588	Clinical Experience II	2.5
SLP 590	Clinical Seminar II	1.5
SLP 592	Clinical Experience III	4.5
SLP 602	Clinical Seminar III	1.5
SLP 608	Professional Topics & Leadership	2

Subtotal: 56

MSLP Program Costs

For program costs, please see the Graduate Tuition and Fees section.

PHYSICAL THERAPY

Doctor of Physical Therapy Program Information

Program Location	Center for Graduate Studies
Program Credits	133 credits
Program Length*	9 Trimesters, 135 Instructional Weeks
Time to Complete	36 Months

Standard Occupational Classification (SOC) Code: 29-1123.00

Program Mission: The mission of West Coast University's Doctor of Physical Therapy Program is to provide a student-centric education that prepares graduates for caring, innovative, interdisciplinary, evidence-based approaches to patient-centered care.

Program Learning Outcomes:

Each student will have the opportunity to develop knowledge, skills and professional behaviors in order to:

1. Provide professional physical therapy services to diverse populations consistent with American Physical Therapy Association (APTA) standards.
2. Perform autonomous entry-level physical therapy skills in a safe manner.
3. Facilitate culturally sensitive communication using consultative and collaborative skills as a part of the health care team.
4. Design evidence-based physical therapy treatment plans using clinical reasoning for optimal patient-centered care.
5. Exercise professional conduct that is consistent with the ethical and legal practice of physical therapy.

Doctor of Physical Therapy Transfer Credit

The Doctor of Physical Therapy program does not allow transfer credit.

Doctor of Physical Therapy Candidate Seat Deposit

Applicants that are conditionally accepted to the Doctor of Physical Therapy program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

Health Insurance Requirement

Students enrolled in the DPT program will be required to provide evidence of health insurance during their education at West Coast University. Students are required to carry and maintain personal health insurance during their entire tenure.

For accreditation information please see the Accreditation and Approvals (p. 7) section.

ADMISSIONS REQUIREMENTS

Applicants for the Doctor of Physical Therapy (DPT) Program must:

1. Have obtained a bachelor's degree and specific prerequisite courses from a regionally accredited institution.
2. Applicants must have achieved a minimum 3.0 Cumulative Grade Point Average (CGPA) in the last 60 semester units at the undergraduate level, and a minimum 3.0 GPA in program prerequisite courses.
3. Required prerequisite courses:
 - One (1) course in Statistics (three semester credit hours).
 - One (1) course in Human Anatomy (four semester credit hours including a lab, for science majors).
 - One (1) course in Human physiology (four semester credit hours including a lab, for science majors).
 - Two (2) courses in Physics (four semester credit hours each including labs, for science majors).
 - Two (2) courses in Chemistry (four semester credit hours each including labs, for science majors).
 - One (1) course in biology (at least three semester credit hours).
 - Six semester credit hours in the behavioral sciences (Life span development is one of the preferred courses).
4. Applicants must take the GRE, the CASPer assessment and provide evidence of completion.

5. Applicants must provide signed proof of having achieved 40 hours of clinical observation in a clinical setting.
6. Applicants must submit 2 letters of recommendation (one from a faculty member and one from a physical therapist).
7. Applicants must have an interview with the Admissions Committee.

Additional**Requirement**

One (1) course in Medical Terminology (certificate acceptable as well) - this is a requirement based upon acceptance into the program, not a prerequisite.

Tuition and Fees

Please see the Graduate Tuition and Fees section for cost information.

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Doctor of Physical Therapy Curriculum

PT 700	Physical Therapy Professionalism	2
PT 701	Foundation Sciences: Human Anatomy	4
PT 704	Clinical Skills I: Foundations of Physical Therapy Practice	4
PT 706	Ethicolegal Issues in Healthcare and IPE Collaboration	3
PT 707	Musculoskeletal Physical Therapy I	5
PT 708	Cardiopulmonary and Vascular Physical Therapy	3
PT 710	The Socio-Cultural Aspects of Human Interaction	2
PT 712	Neuromuscular Physical Therapy I	5
PT 713	Foundation Sciences: Neuroscience I	3
PT 714	Clinical Skills II: Physical Therapy Examination	3
PT 716	Critical Inquiry: Research Methods and Biostatistics	3
PT 717	Musculoskeletal Physical Therapy II	5
PT 728	Evidence-Based Concepts of Musculoskeletal Imaging	2
PT 719	Physical Therapy Experience	5

PT 720	Foundation Sciences: Applied Biomechanics	2
PT 722	Neuromuscular Physical Therapy II	5
PT 723	Interprofessional Healthcare	1
PT 724	Clinical Skills III: Therapeutic Exercise and Physical Agents	4
PT 725	Evidence-Based Practice I	2
PT 726	Foundational Sciences: Kinesiology/Pathomechanics	4
PT 729	Clinical Internship I	13
PT 730	Introduction to Management, Advocacy and Health Promotion	2
PT 731	Foundation Sciences: Physiology/Histology	4
PT 732	Pharmacotherapy	3
PT 734	Clinical Skills IV: Physical Therapy Evaluation I: Focused Guidance	3
PT 735	Evidence-Based Practice II	2
PT 739	Clinical Internship II	13
PT 740	Prosthetics and Orthotics	2
PT 743	Foundation Sciences: Neuroscience II	3
PT 744	Clinical Skills V: Physical Therapy Evaluation II: Independent Evaluation	3
PT 749	Clinical Internship III	13
PT 751	Foundation Sciences: Pathophysiology	3

Subtotal: 133

Doctor of Physical Therapy Curriculum-Electives

Students in the Doctor of Physical Therapy program must choose one (1) elective.

PT 780	Advanced Physical Therapy Research	2
PT 781	Advanced Orthopedic Physical Therapy	2

PT 782	Advanced Neuromuscular Physical Therapy	2
PT 783	Advanced Pediatric Physical Therapy	2
PT 784	Advanced Cross-Cultural Service Learning	2

Subtotal: 133

Total Credit Hours: 133

PHARMACY

Doctor of Pharmacy

Program Location	Center for Graduate Studies- Accelerated Hybrid** - Ground
Program Credits	144 Credits
Program Length*	8 Trimesters, 126 Instructional Weeks 9 Semesters, 132 Instructional Weeks
Time to Complete*	33 Months 45 Months

**Program Length may vary. This program allots a maximum of 6 calendar years to complete.*

***Pending ACPE Approval. Accelerated Hybrid will be the only available track being offered beginning Fall Semester of 2023 (08/14/2023).*

Standard Occupational Classification (SOC) Code: 29-2052.00, 29-1051.00

Program Mission: The School of Pharmacy is a learning community that delivers a dynamic curriculum emphasizing evidence-based practice, prepares students to serve patients as a member of an interprofessional team, engages in scholarship, and serves the community through outreach.

Program Learning Outcomes: Each student will have the opportunity to develop knowledge, skills and professional behaviors in order to:

1. Provide optimal patient-centered care.
 - Recognize and respect patient differences, values, preferences, and expressed needs.
 - Identify medication-related problems, formulate medication treatment plans, and monitor and evaluate patient response to pharmacotherapy.
 - Listen to and educate patients and/or caregivers to optimize health outcomes.
2. Collaborate as a member of interprofessional healthcare teams.
 - Demonstrate a climate of mutual respect and shared values within an interprofessional team.

- Identify roles and responsibilities of interprofessional team members to optimize outcomes.
 - Communicate effectively in an interprofessional team.
 - Apply principles of team dynamics to perform effectively within interprofessional teams.
3. Employ evidence-based practice.
 - Integrate basic science knowledge into clinical practice.
 - Evaluate and assimilate scientific evidence to improve patient care.
 4. Utilize medication-use-systems, drug and health information, and other technologies.
 - Utilize components of medication-use-systems (i.e., procuring, storing, furnishing, transcribing, compounding/preparing, dispensing, and administering) to provide safe, accurate, and timely medication distribution.
 - Apply relevant concepts in utilization of human, physical, fiscal, informational, and technological resources in the health care system in compliance with state and federal regulations.
 5. Engage in the promotion of public health through pharmacy services
 - Employ concepts of disease prevention, public health promotion, literacy, and/or wellness.
 - Evaluate population health issues by considering quality of care, access, and cost at the local, state, and federal levels.
 6. Demonstrate Effective Communication Skills
 - Discuss ideas and concepts in audience-appropriate language and relay information in a logical and concise manner.
 - Convey proposals and recommendations persuasively.
 7. Demonstrate Positive Personal and Professional Aptitude
 - Demonstrate the ability to examine and reflect on personal knowledge, skills, and attitudes.
 - Apply values and principles of team dynamics to perform effectively in various team roles to achieve shared goals.
 - Demonstrate creative decision making when confronted with novel problems or challenges.
 - Exhibit behaviors and values that are consistent with the trust given to the profession.

Candidate Seat Deposit

Applicants that are conditionally accepted to the Doctor of Pharmacy program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

Health Insurance Requirement

Students enrolled in the PharmD program will be required to provide evidence of health insurance during their education at West Coast University. Students are required to carry and maintain personal health insurance during their entire tenure.

Laptop Requirement

Students enrolled in the PharmD program are required to have a laptop. West Coast University does not provide laptops for rent or for sale.

SCHOOL OF PHARMACY TRANSFER AND ADVANCED STANDING CREDIT POLICY

Individuals previously enrolled in a Doctor of Pharmacy program accredited by the Accreditation Council for Pharmacy Education may request advanced standing transfer into the West Coast University (WCU) PharmD program. Requests for transfer into the WCU School of Pharmacy PharmD program will be reviewed in a case-by-case basis in accordance with the requirements noted below, and is contingent upon space availability. Acceptance of transfer credit does not guarantee that student will enter the same academic year as the Pharmacy School they are transferring from.

Only grades of C (73%) or better are eligible for transfer.

In addition to meeting all requirements for admission to the WCU School of Pharmacy, the following documentation must be submitted for review.

1. West Coast University Center for Graduate Study (CGS) Admission Application
2. Application Fee
3. Personal statement to the Dean outlining reasons for seeking a transfer to West Coast University School of Pharmacy.
4. A letter from the Dean of the originating College/School of Pharmacy outlining details of the applicant's academic performance, and statement that transfer candidate is in good academic and professional standing. This letter must be in a sealed envelope with the respective Dean's signature, addressed to the WCU School of Pharmacy Dean.
5. Two Letters of Recommendation from a Professional Reference (Faculty, Healthcare Professional, or University Administrator).
6. Official Transcripts from applicant's current school/college/institution.
7. Official Transcripts from all institutions where prerequisite course work was completed.
8. Course syllabi for each pharmacy course completed at the school/college of origin.

Upon satisfactory submission and evaluation of the above documents, the transfer candidate will be notified to meet with the Assistant/Associate Dean of Student Affairs and the Assistant/Associate Dean of Academic Affairs for an interview.

If approval to transfer to WCU SOP is granted, the candidate will be contacted by the School of Pharmacy Student Affairs.

ADMISSIONS REQUIREMENTS

Doctor of Pharmacy Admissions Requirements

Applicants for the Doctor of Pharmacy program must:

1. Have completed specific prerequisite coursework (63 semester credit hours or 94.5 quarter hour equivalents) from a regionally accredited institution in the United States.
2. Required prerequisite courses:
 - Two (2) courses in General Chemistry (four semester credit hours each, including a lab).
 - Two (2) courses in Organic Chemistry (four semester credit hours each including a lab)
 - Two (2) course in General Biology (with Cell Biology) (four semester credit hours each including a lab).
 - One (1) course in Human/Mammalian Physiology (three semester credit hours each including lab).
 - One (1) course in Human Anatomy (three semester credit hours each including a lab).
 - One (1) course in Economics (Micro, Macro, or General) (three semester credit hours).
 - One (1) course in Calculus (with Analytical Geometry) (three semester credit hours).
 - One (1) course in Statistics (three semester credit hours).

- One (1) course in Speech Communication/Public Speaking/Interpersonal Communication or Debate (three semester credit hours).
- Two (2) courses in English Composition (three semester credit hours each).
- One (1) course in Psychology or Sociology (three semester credit hours).
- Two (2) courses in Humanities and Social/Behavioral Sciences (three semester credit hours each).
- One (1) course in Biochemistry (three semester credit hours each).
- One (1) course in Microbiology (three semester credit hours each including a lab).

Preferred Coursework (not required):

Physics with Laboratory (may be non-calculus based) 4 credits/6 credits

3. Completion of prerequisite coursework with cumulative and math/science grade point averages (GPA) of 2.50 or higher is preferred.
4. Submit 3 letters of recommendation (two from a math/science professor and a third letter from a pharmacist (supervisor), math/science professor, employer (supervisor), healthcare professional (supervisor), liberal arts professor).
5. Submit a complete PharmCAS application.
6. Complete an on-site interview and extemporaneous essay.

Admissions Waitlist

Based on the Admissions Committee recommendations, the School of Pharmacy may offer candidates to be placed on a Waitlist status. A Waitlist decision is neither an offer of admission nor a decision to deny admission. The School of Pharmacy will notify Waitlisted students of their final status no later than July 30th. Changes in Wait List status will take place in order of interview session attendance.

PHARMACY CURRICULUM & GRADUATION REQUIREMENTS

Pharmacy Curriculum - On ground

Integrated Patient Care (IPC) courses are designed as an integrated course drawing from pharmacology, medicinal chemistry, and therapeutics concepts.

Explanation of Variable Credits

In the second and third professional year of the curriculum, students are divided into two groups each semester. Half the cohort is engaged in Introductory Pharmacy Practice Experiences (IPPE) and the other half will be engaged in Interprofessional Patient Simulation Exercises (IPE). Also, from the Fall semester of the second year students start their professional elective courses, and are required to complete a total of 6 semester units of electives by the end of the third professional year. These factors will result in variable credit units each semester during the second and third year of the curriculum.

**Please note that the curriculum of the program is subject to change. Students should refer to the program handbook and/or syllabus for updated information.*

PHAR 501	Co-Curricular Experience I	0
PHAR 502	Co-Curricular Experience II	0
PHAR 503	Co-Curricular Experience III	0
PHAR 601L	Longitudinal Skills Lab I	1
PHAR 602L	Longitudinal Skills Lab II	1
PHAR 635	Pharmaceutics I	3

PHAR 636	Pharmaceutics II	3
PHAR 637	Biosystems I	4
PHAR 638	Biosystems II	4
PHAR 639	Pharmacy Practice Foundations I	5
PHAR 640	Pharmacy Practice Foundations II	4
PHAR 641	Evidence Based Practice	3
PHAR 642	Principles of Drug Action	4
PHAR 699A	IPPE I- Community Practice	3
PHAR 701L	Longitudinal Skills Lab III	1
PHAR 702L	Longitudinal Skills Lab IV	1
PHAR 735	IPC Cardiopulmonary and Renal I	4
PHAR 736	U.S. Healthcare and Public Health	3
PHAR 737	IPC Cardiopulmonary and Renal II	4
PHAR 738	Pharmacogenomics and Biotechnology	2
PHAR 739	Pharmacokinetics	4
PHAR 740	IPC Cardiopulmonary and Renal III	3
PHAR 741	Institutional Pharmacy Practice	3
PHAR 742	IPC Endocrine	4
PHAR 744	IPC GI Nutrition	3
PHAR 798A, B and C	Interprofessional Education (Simulation) I	1
PHAR 799A	IPPE II - Institutional Practice	3
PHAR 801L	Longitudinal Skills Lab V	1
PHAR 802L	Capstone Skills Lab	2
PHAR 835	IPC Neurology/Psychiatry	4
PHAR 836	Pharmoeconomics & Outcomes Science	2
PHAR 837	IPC Infectious Diseases I	3
PHAR 838	Pharmacy Law & Ethics	2
PHAR 839	IPC Infectious Diseases II	3
PHAR 840	IPC Immunologic Conditions and Special Populations	4
PHAR 841	Pharmacy Practice Management	2

PHAR 842	IPC Hematology/Oncology	4
PHAR 898A	Interprofessional Education (Simulation) II	1
PHAR 899A	IPPE III - Selective Elective	3
PHAR 900	Professional Electives*	6
PHAR 990	Independent Studies: A Course for Self-Directed Learning	0
PHAR 991	APPE - Acute Care Pharmacy Practice	6
PHAR 992	APPE - Hospital Pharmacy Practice	6
PHAR 993	APPE - Community Pharmacy Practice	6
PHAR 994	APPE - Ambulatory Care Pharmacy Practice	6
PHAR 995	APPE Elective I	6
PHAR 996	APPE Elective II	6
PHAR 997	Pharmacy Board Preparation I	0
PHAR 998	Pharmacy Board Preparation II	0
PHAR 999	Pharmacy Board Preparation III	0

Subtotal: 144

* Professional electives include PHAR 901-1 (p. 545), PHAR 901-2 (p. 545), PHAR 901-3 (p. 545), PHAR 905 (p. 545), PHAR 915 (p. 547), PHAR 933 (p. 550), PHAR 934 (p. 550), PHAR 935 (p. 551), PHAR 936 (p. 551), and PHAR 937 (p. 551).

Accelerated Hybrid Curriculum

PHRM 601L	Longitudinal Skills Lab I	1
PHRM 602L	Longitudinal Skills Lab II	1
PHRM 603	Pharmaceutics I	3
PHRM 604	Pharmaceutics II	3
PHRM 605	Biosystems	4
PHRM 607	Pharmacy Practice Foundations I	4
PHRM 608	Pharmacy Practice Foundations II	4
PHRM 609	Calculations	2
PHRM 610	Principles of Drug Action I	4
PHRM 611	Biostatistics and Drug Literature Evaluation	2
PHRM 612	Principles of Drug Action II	4
PHRM 679	IPC Fundamental	2

PHRM 689	Professional and Interprofessional Development I	1
PHRM 690	Professional and Interprofessional Development II	1
PHRM 699	IPPE-1 Community Practice	2
PHRM 701L	Longitudinal Skills Lab III	1
PHRM 702L	Longitudinal Skills Lab IV	1
PHRM 703	Pharmacokinetics	4
PHRM 704	US Healthcare and Public Health	3
PHRM 705	Institutional Pharmacy Practice	2
PHRM 706	Pharmacogenomics & Biotechnology	3
PHRM 707	IPC I	4
PHRM 708	IPC III	4
PHRM 709	IPC II	4
PHRM 710	IPC IV	4
PHRM 779	IPC Supplemental I	2
PHRM 789	Professional and Interprofessional Development III	1
PHRM 790	Professional and Interprofessional Development IV	1
PHRM 799	IPPE-2 institutional Practice	2
PHRM 801L	Longitudinal Skills Lab V	2
PHRM 802L	Capstone Skills Lab	2
PHRM 803	Pharmacy Practice Management	2
PHRM 804	Pharmacy Law & Ethics	2
PHRM 805	Pharmacoeconomics & Outcomes Science	2
PHRM 806	IPC VII	4
PHRM 807	IPC V	4
PHRM 808	IPC VIII	4
PHRM 809	IPC VI	4
PHRM 879	IPC Supplemental II	2
PHRM 889	Professional and Interprofessional Development V	1
PHRM 890	Professional and Interprofessional Development VI	1

PHRM 899	IPPE-3 Selective Elective	2
PHRM 900	Professional Electives	4
PHRM 991	APPE - Acute Care	5
PHRM 992	APPE - Hospital Practice	5
PHRM 993	APPE - Community Practice	5
PHRM 994	APPE - Ambulatory Care Practice	5
PHRM 995	APPE - Elective I	5
PHRM 996	APPE - Elective II	5
PHRM 997	Board Preparation I	2
PHRM 998	Board Preparation II	1
PHRM 999	Board Preparation III	1

Subtotal: 144

* Professional electives include PHRM 901 (p. 562), PHRM 902 (p. 562), PHRM 903 (p. 562), PHRM 904 (p. 562), PHRM 905 (p. 562), PHRM 906 (p. 562), PHRM 907 (p. 563), PHRM 908 (p. 563), PHRM 909 (p. 563), PHRM 910 (p. 563), PHRM 911 (p. 563), PHRM 912 (p. 563), PHRM 913 (p. 564), PHRM 914 (p. 564), PHRM 915 (p. 564), PHRM 916 (p. 564), PHRM 917 (p. 564), PHRM 918 (p. 564), PHRM 919 (p. 564), PHRM 920 (p. 565), PHRM 921 (p. 565), PHRM 922 (p. 565), PHRM 923 (p. 565), PHRM 924 (p. 565), PHRM 925 (p. 565), PHRM 926 (p. 565), PHRM 927 (p. 566), PHRM 928 (p. 566), PHRM 929 (p. 566), PHRM 930 (p. 566), PHRM 931 (p. 566), PHRM 933 (p. 566), PHRM 934 (p. 566), PHRM 935 (p. 567), PHRM 936 (p. 567), PHRM 937 (p. 567), PHRM 938 (p. 567), PHRM 939 (p. 567), PHRM 940 (p. 568), PHRM 941 (p. 568), PHRM 942 (p. 568), PHRM 943 (p. 568), PHRM 944 (p. 568), PHRM 945 (p. 568), PHRM 946 (p. 568), PHRM 947 (p. 569)

Graduation Requirements

To fulfill requirements for graduation, beyond successful completion of coursework, all students are required to successfully complete all programmatic co-curricular and non-credit requirements (e.g., outreach activities, course reflections, PCOA, up-to-date e-Portfolio, Board Preparation exams). In the event of an excused or unexcused absence, students are required to contact the course or event coordinator to determine how missed co-curricular activities will be made up. The format and completion date of any missed co-curricular activity (e.g., project work, evaluations, and assignments) is at the discretion of the course or event coordinator. Failure to successfully complete any required co-curricular work may compromise a student's ability to graduate.

COURSE NUMBERING

West Coast University's course numbering scheme essentially follows the logic of "Bloom's Taxonomy" whereby lower order thinking skills required in foundation-laying courses is reflected at the beginning of an academic programs and denoted by course numbers start with "100". Courses which are built upon the foundational sequence of courses require higher level thinking as expressed by the course learning outcomes and associated higher level numbering system. Such courses require application and analysis skills.

Graduate level programs utilize higher level course numbers reflective of the expectation that students largely engage in evaluative, integrative and synthesis reasoning and thinking skills.

Letter Codes

ACCANAT	AccountingAnatomy
BIO	Biology
CAPS	Capstone
CHEM	Chemistry
DIG	Digital Literacy
DHYG	Dental Hygiene
ENGL	English
EPI	Epidemiology
FYS	First Year Seminar
HA	Health Administration
HISHUM	HistoryHumanities
IPE	Interprofessional Education
LDR	Leadership
MATH	Mathematics
MICR	Microbiology
NURS	Nursing¹
OCC	Occupational Therapy²

PATH	Pathophysiology
PA	Physician Assistant
PH	Public Health
PHAR	Pharmacy
PHRM	Pharmacy Accelerated Hybrid PharmD
PHIL	Philosophy
PHYS	Physiology
PSYC	Psychology
PT	Physical Therapy
SCISOC	ScienceSociology
SLP	Speech Language Pathology
SPCH	Oral Communication

¹ **NURS XXXL**: Clinical courses which must be taken simultaneously with corresponding theory courses, unless the corresponding theory course has been successfully completed.

² **OCC XXXA (Theory) & OCC XXXB (Skills Lab)**: Skills Lab courses must be taken simultaneously with corresponding theory courses, unless the corresponding theory course has been successfully completed.

Numbering Definitions

100 - 199: Initial or Introductory Courses

200 - 299: Second-Year courses in a sequence of development in a field of study

300 - 499: Third-Year and Fourth-Year courses in a sequence of courses - Upper Division Bachelor's courses

500 - 999: Graduate-level courses

Please Note: Courses acceptable for general education credit, and core courses in a program are indicated in the program-specific information section.

West Coast University offers the following types of course delivery modalities. Please see an Admissions Representative or Registrar for a current listing of courses and delivery methods.

FACE-TO-FACE WEB ENHANCED COURSE

Course that is delivered entirely face-to-face on campus or at a learning site (e.g., clinical, practicum, externship, internship) and uses the institution's Learning Management System to augment the course.

BLENDED COURSE

Course that a portion is delivered face-to-face on campus or at a learning site (e.g., clinical, practicum, externship, internship) and a portion is delivered online (asynchronous or synchronous or both) through the institution's Learning Management System.

ONLINE COURSE

Online Course, Asynchronous: Course that is delivered by faculty to students using online lessons and resources, but without live online instruction.

Online Course, Synchronous: Course that is delivered by faculty to students using online lessons and resources in real time with live online instruction.

Online courses are 100% asynchronous, 100% synchronous, or a combination of both.

COURSES

ACC - ACCOUNTING

ACC 125 - Fundamentals of Accounting (3)

Provides an introduction to financial and managerial accounting theories and practices including the accounting cycle, analysis and recordation of business transactions, earnings, balance sheet, and the use of financial statements for business decision making. Explores communicating accounting information to a variety of audiences using technology and medial tools.

ACC 150 - Principles of Finance (3)

This course analyzes financial applications and theory and includes topics in financial statements, financial analysis, financial ratios, cash flow and taxes, time value of money, types of bonds and securities, capital costs, capital budgeting, cash flow estimation, risk analysis, supply chains, and working capital management to optimize operations of the healthcare organization.

ACC 225 - Financial Accounting (3)

Describe the financial applications and theory and includes topics in financial statements, financial analysis, financial ratios, cash flow and taxes, time value of money, types of bonds and securities, capital costs, capital budgeting, cash flow estimation, risk analysis, supply chains, and working capital management to optimize operations of the firm.

ANAT - ANATOMY

ANAT 260 - Human Anatomy (4)

Includes a logical analysis of body tissues, organs and organ systems. Stresses the microscopic, developmental and gross anatomy of mammals, with special emphasis on human anatomy. Major topics include cell structure and function, tissues, organization of the human body, and all body systems. The laboratory work includes study of the developmental, microscopic and gross anatomy of preserved specimens and models.

Prerequisite: None. Offered: 81.

ANAT 260L - Human Anatomy Lab (1)

This laboratory course includes study of the developmental, microscopic, and gross anatomy of preserved specimens and models that reinforces concepts covered in ANAT 260D lecture.

Prerequisite: ANAT 260 or the equivalent . Offered: 30.

ANAT 260D - Human Anatomy (3)

Includes a logical analysis of body tissues, organs and organ systems. Stresses the microscopic, developmental and gross anatomy of mammals, with special emphasis on human anatomy. Major topics include cell structure and function, tissues, organization of the human body, and all body systems.

Prerequisite: ANAT 260L or the equivalent. Offered: 90.

BIO - BIOLOGY

BIO 200

BIO 250 - General Human Biology (3)

Students are introduced to key concepts in biology with a focus on the human organism. Topics of focus will include body structure and function, anatomy, physiology, and basic chemistry concepts.

BIO 250L - General Human Biology Lab (1.0)

Students will apply key concepts in biology with a focus on the human organism. Lab focus will include body structure and function, anatomy, physiology, and basic chemistry concepts.

BUS - BUSINESS

BUS 120 - Business Communications (3)

Introduces students to common business terminology, writing theories, practices, and collaborative communication skills necessary for professional positions in a global business world. Emphasis is placed on effective communication of information throughout a business organization.

BUS 135 - Survey of Economics (3)

Surveys of fundamental concepts of economics from a global perspective. Explores supply and demand, consumer behavior, market structures, inflation, business cycles, competitive market structure, production of goods and services, product allocation and distribution, and economic growth as areas congruent to the financial status of an organization.

BUS 200 - Organizational Behavior (3)

Introduces the concept of organizational behavior. Students will develop an understanding of leadership and management strategies used throughout organizations in an effort to optimize productivity. Relevant behavioral models and theories from a wide spectrum of business disciplines will be examined with a critical assessment of its application to the field of organizational behavior.

BUS 220 - Introduction to Marketing (3)

Examines the functions of marketing and the value this holds in informing organizational decision-making. Emphasis is placed on exploring product promotion and development, creating consumer value, brand and advertising strategies, marketing research, competitive analysis, and consumer data.

BUS 225 - Information Systems Operations and Analysis (3)

This course analyzes the ethical, legal, and social issues of information systems through case studies and topics such as security, software, and database systems network and cloud computing, knowledge management, system acquisition and development, and cybercrime. This course also emphasizes the importance of making strategic data-driven decisions for improved forecasting, increased sales, optimized business and management operations, and reduced costs.

BUS 250 - Project Management (3)

Introduces key concepts in project management methodologies, tools, and processes. Focuses on the project manager's role, the project life-cycle, and management functions and skills necessary to align project planning, execution, and completion with organizational strategy and culture.

BUS 290 - Microeconomics (3)

Demonstrates a comprehensive overview of the evolution of the United States economy and the ways in which people produce, consume, and exchange goods and services. Major economic principles are presented, including supply and demand, economies and diseconomies of scale, competition, and taxation. Students also explore the characteristics of a labor market; the regulatory restrictions of tariffs, quotas, and embargoes on trade; and how the optimal quantity of public good is determined. The inequity of wealth and the interaction of economic rent, interest, and profit are also discussed.

BUS 300 - Organizational Leadership (3)

This course familiarizes students with a broad range of leadership and organizational behavioral topics. Topics leadership models, theories, styles, competencies, change management, mentoring and succession planning.

BUS 310 - Introduction to Business Law and Ethics (3)

Describes various laws, key elements of the American Constitution, and concepts of the various schools of jurisprudence that are applicable to business. Ethics, values, morality, and law are compared and contrasted, and the need for promoting corporate social responsibility is discussed. The elements of tort law, basic elements of a contract, sources of laws governing contracts, and conditions for an offer to be valid are examined. Topics include the reality of consent, the capacity of minors, consequences of illegal agreements, assignment of rights, transfer of title, and the rights of third parties. Delivery of goods, right to inspection, acceptance, and revocation of contract, remedies available to buyers and sellers, and the nature of property are also discussed.

BUS 320 - Macroeconomics (3)

Describe the performance of the national economy and its links to the global economy. It begins with foundational concepts related to macroeconomic basics, the United States economy, and supply and demand. Students explore economic measures, growth, employment and inflation, and how these relate to the business cycle and the health of the economy. Other topics include aggregate expenditures, aggregate supply, and demand, fiscal policy, the banking system, deficits, surplus, and debt.

BUS 330 - Managerial Accounting (3)

Describe identify, gather, and interpret information for planning, controlling, and evaluating the performance of a business. The course covers measurement, analysis, and control of the costs of producing goods or services. Students analyze managerial accounting principles and systems through both process and job order costing. Additional topics include cost behavior, cost-volume-profit analysis, budgeting, and standard cost systems, decentralized operations, and product pricing.

BUS 350 - Corporate Finance (3)

Discusses a broad overview of corporate finance, including the goals of financial management. Students examine how the information contained in financial statements is used in analysis and forecasting. The topic of valuation is introduced, with a focus on valuing stocks and bonds. Students review the financial manager's role in estimating risk and return, computing cost of capital, evaluating capital structure policies, making investment decisions, and raising capital. Other topics include financial securities and derivatives, long-term and short-term planning, and innovations in corporate finance.

BUS 360 - Strategic Management (3)

Examine concepts, tools, and principles of strategic management. Students will study analytical tools used to evaluate a company's external environment and competitive position. Students will explore the different types of strategy, strategic control systems, the relationship between strategy and organizational structure, and the role of leadership. Social responsibility, environmental sustainability, economic responsibilities, and innovation are also explored.

BUS 370 - Business Analytics for Decision Making (3)

Apply the basic concepts of business statistics and provide a comprehensive overview of the scope and limitations of statistics. Students perform statistical analysis of samples, computing the measures of location and dispersion and interpreting them through descriptive statistics. Students also perform linear regression, multiple regression, correlation analysis, model building, model diagnosis, and time series regression using various models. Basic concepts of probability are described, and the discrete and continuous distributions of probability are applied. Other topics include constructing a hypothesis, performing one-way and two-way analysis of variance, and applying nonparametric methods of statistical analysis. Making decisions under risk and under uncertainty are also examined.

BUS 385 - Entrepreneurship (3)

Explores the foundations of entrepreneurship. Students examine topics including business plans, creativity, funding, and small businesses. The concept of intrapreneurship is also integrated throughout the course.

BUS 390 - Social Media and Marketing (3)

Examine social media and its disruptive role in marketing communications. Students will examine the value provided by, and the challenges associated with, the use of social media in advertising. Topics to be covered include the ethical challenges associated with social media, legal and regulatory aspects of social media usage, the role of social media in marketing planning, and the role of social media in relationship building.

BUS 400 - Financial Statement Analysis and Management (3)

Apply concepts and instruments of financial management. Students assess the financial health of the firm, use tools to plan for future financial performance and evaluate financing operations and investment opportunities.

BUS 450 - Global Business Environment (3)

This course serves as the culminating experience for the BSBA program. Students will analyze national differences among the world's cultures, countries, and regions while examining the strategy and functions of international business.

BUS 500 - Business and Administrative Communications (3)

This course examines the principles of communication in the workplace. The course introduces students to common formats such as the memo, letter, and report, and helps students improve writing skills to gain greater mastery of grammar, mechanics, and style. Students learn techniques for writing informational, persuasive, sales, employment, good news, and bad news communications. Other topics include using the appropriate strategies for internal and external communication situations, audience analysis, and communication through recent technology, including e-mail, video-conferencing, and presentations.

BUS 505 - Managerial Accounting (3)

This course focuses on the identification, gathering, and interpretation of information for planning, controlling, and evaluating the performance of a business. The course covers measurement, analysis, and control of the costs of producing goods or services. Students analyze managerial accounting principles and systems through both process and job order costing. Additional topics include cost behavior, cost-volume-profit analysis, budgeting, and standard cost systems, decentralized operations, and product pricing.

BUS 510 - Business Law and Ethics (3)

This course is designed to familiarize students with various laws, key elements of the American Constitution, and concepts of the various schools of jurisprudence that are applicable to business. Ethics, values, morality, and law are compared and contrasted, and the need for promoting corporate

social responsibility is discussed. The elements of tort law, basic elements of a contract, sources of laws governing contracts, and conditions for an offer to be valid are examined. Topics include the reality of consent, the capacity of minors, consequences of illegal agreements, assignment of rights, transfer of title, and the rights of third parties. Delivery of goods, right to inspection, acceptance and revocation of the contract, remedies available to buyers and sellers, and the nature of property are also discussed.

BUS 515 - Finance Application and Theory (3)

Evaluate corporate finance theory and the goals of financial management and examine how the information contained in financial statements is used in analysis and forecasting. The topic of valuation is examined, with a focus on valuing stocks and bonds. Students review the financial manager's role in estimating risk and return, computing cost of capital, evaluating capital structure policies, making investment decisions, and raising capital. Other topics include financial securities and derivatives, long-term and short-term planning, and innovations in corporate finance.

BUS 520 - Principles of Economics (3)

Evaluate practical economic principles and tools that managers need to understand in order to make sound business decisions. Students examine scarcity, cost-benefit analysis, incentives, comparative advantage, increasing opportunity costs, efficiency, and equilibrium. Students also explore types of markets and the business cycle.

BUS 525 - Principles of Management (3)

Evaluate the major functions of management (planning, organizing, leading, and controlling) and the significance of each function with regard to managing an organization. Students examine how companies use management to set and accomplish goals through individuals, groups, and other resources. Students also analyze communication and ethics in the organization. Other topics include decision making, change, employee development, organizational structures, management control, leadership, conflict resolution, information security, and globalization.

BUS 530 - Business Statistics and Analytics (3)

Examine ways in which managers use statistics to inform business decisions and to make decisions under conditions of risk and uncertainty. Students perform statistical analysis of samples, linear regression, multiple regression, correlation analysis, model building, model diagnosis, and time series regression using various models. Students also construct hypotheses, perform one-way and two-way analysis of variance, and apply nonparametric methods of statistical analysis. In addition, students are introduced to concepts of probability, and the discrete and continuous distributions of probability are applied.

BUS 535 - Organizational Behavior and Leadership (3)

Analyze a broad range of leadership and organizational behavioral topics to include leadership models, theories, styles, competencies, change management, mentoring and succession planning in creating business decisions.

BUS 540 - Business Information Support Systems (3)

Analyze management information systems and the ways in which technology can be used to support business initiatives. Students examine the strategic role of information systems, including how managers integrate sustainable technologies into enterprise initiatives that help reduce costs, improve customer satisfaction, and create competitive advantages.

BUS 545 - Fundamentals of Operations Management (3)

Evaluate operations management as a key element in improving organizational productivity and establishing a competitive advantage. Students will explore ways in which managers seek to reduce supply chain costs, improve integration with customers and suppliers, and address the issue of sustainability. Students will also examine how to use data to solve business problems more effectively.

BUS 550 - Marketing Analysis and Trends (3)

Analyze the basic principles and concepts of marketing management. Students explore how marketing adds value by working within the framework of organizational strategy. Topics covered include the 4 Ps of marketing, different types of markets, marketing research, market segmentation and differentiation, global aspects of marketing, and the implementation and control of marketing plans.

BUS 555 - Strategic Management (3)

This course is designed as a culminating experience for the MBA program. Students will integrate knowledge and skills in communication, management, leadership, ethics, marketing, operations, and finance while exploring how businesses leverage various strategies to achieve a competitive advantage.

CAPS - CAPSTONE**CAPS 401 - General Education Capstone (3)**

The capstone seminar is a culminating in-depth experience whereby students formulate their integrated General Education learning experiences into a final oral and written research based project, which comprehensively addresses a pressing issue in health care and advances a proposed defensible solution. The application of learned methods, concepts, and theories into the construction of this project serves as the culminating summative evaluation of General Education Program Learning Outcomes achievement following completion of the General Education courses.

Prerequisite: FYS 001 must be completed prior to enrollment in CAPS 401; CAPS 401 must be taken at WCU and concurrent with the last term of General Education, prior to entering the chosen academic core. . Offered: 45.

CAPS 402 - General Education Capstone for Distance Education (3)

The capstone seminar is a culminating in-depth experience whereby students formulate their integrated General Education learning experiences into a final oral and written research based project, which comprehensively addresses a pressing issue and advances a proposed defensible solution. The application of learned methods, concepts, and theories into the construction of this project serves as the culminating summative evaluation of General Education Program Learning Outcomes achievement following completion of the General Education courses.

Prerequisite: FYS002 must be completed prior to or concurrently to enrollment in CAPS402. *not applicable to post-licensure nursing. CAPS402 can only be taken after all non-core GE classes are completed.

CHEM - CHEMISTRY**CHEM 280 - Chemistry (4)**

Introduction to the principles of chemistry with an emphasis on measurements, atomic and molecular structure, classification of matter, nomenclature, stoichiometry, chemical equations, energetics, solutions and acid-base chemistry. Students will also be introduced to organic and biochemical principles. Laboratory activities emphasize proper techniques, safety procedures, and experimental exercises in support of the lecture content.

Prerequisite: ANAT 260, PHYS 261, MATH 108 or the equivalent. Offered: 81.

CHEM 280D - Chemistry (3)

Introduction to the principles of chemistry with an emphasis on measurements, atomic and molecular structure, classification of matter, nomenclature, stoichiometry, chemical equations, energetics, solutions and acid-base chemistry. Students will also be introduced to organic and biochemical principles.

Prerequisite: ANAT 260D, PHYS 261D, CHEM 280L, and MATH 108 or the equivalent. Corequisite: CHEM 280L. Offered: 90.

CHEM 280L - Chemistry (1)

This laboratory course will familiarize students with laboratory techniques used in identifying and analyzing the strength and reactions surrounding acids and bases that reinforces concepts covered in CHEM280 lecture.

Prerequisite: ANAT 260, PHYS 261, MATH 108 or the equivalent. Offered: 30.

CHEM 281 - General Chemistry II with Lab (4)

Provides an opportunity to apply the principals of general chemistry. Topics will include chemical bonding, thermochemistry, organic chemistry, kinetic theory, equilibrium, acids and bases, and nuclear chemistry. In the laboratory, students will use virtual simulations to apply their knowledge of general chemistry to the real- world.

CHEM 290 - Organic Chemistry I with Lab (4)

This course introduces organic molecules, specifically alkanes, alkenes, alkynes and cyclic hydrocarbons. Topics include their structure, nomenclature, stereochemistry, reactivity and spectroscopic identification. It addition, the course will examine how structure and stereochemistry translate to physical properties and reactivity.

CHEM 291 - Organic Chemistry II with Lab (4)

This course examines the key reactions in Organic Chemistry, including addition reactions, elimination reactions, substitution reactions, and free radical reactions. Emphasis will be placed on understanding the thermodynamic and kinetic aspects of reactivity and on drawing the mechanisms by which these reactions occur.

CHEM 295 - Biochemistry (Dental Hygiene) (2)

This course is designed to provide Dental Hygiene students with a fundamental understanding of current concepts in biochemistry and molecular biology. This course offers detailed examination of the structure, function, and metabolism of amino acids, carbohydrates, lipids, and nucleic acids. This course also focuses on the mechanism of DNA replication, transcription, translation, DNA repair, mutations, cell cycle, and signal transduction. Techniques used to study biochemistry and molecular biology are also presented in the context of these major biological processes. Ultimately, this course will help students understand how biomolecules work to carry out the myriad of tasks in cells and utilize the unifying chemical logic that underlines life in all of its great diversity.

Prerequisite: ANAT260; PHYS261; CHEM280; MATH108.

CHEM 295L - Biochemistry Lab (Dental Hygiene) (1)

The teaching of laboratory techniques in Biochemistry and Molecular Biology will help students to better understand Acids, Bases, pH, and Buffers. The techniques learned and performed will aid students to understand reactions of Unsaturated and Saturated Hydrocarbons. In addition, students will develop skills to test for Carbohydrates, Lipids, Proteins and Enzymes. Molecular Biology techniques will also be learned and performed, our focus will be to address the different components of DNA, the mechanism of DNA replication, transcription, translation, DNA repair, mutations, cell cycle, and signal transduction. . This course will help students understand how biomolecules work to carry out the myriad of tasks in cells and utilize the unifying chemical logic that underlines life in all its great diversity.

Prerequisite: ANAT260; PHYS261; CHEM280; MATH108.

COMM - COMMUNICATION**COMM 200 - Interpersonal Communication (3)**

Describe the customs and values of effective interpersonal communication between individuals as well as in group settings. Focusing on the communication process; issues addressed include, listening, conflict management, multicultural communication, ethics, nonverbal communication, and dysfunctional communication.

COMM 580 - Health Communication (2)

Develops patient-provider communication and integrates the culture of medicine, caregiving, social determinants of health, culturally sensitive behavior change and support, health promotion, social media impacts on health, and telemedicine. Demonstrating how communication and its delivery impacts patients and their families. Considerations made for disability status, ethnicity/race, religion, sexual orientation. Course delivery methods for teaching and learning include lectures and small groups, virtual case studies, and online patient and provider resources.

DIG - DIGITAL LITERACY**DIG 101 - Digital Literacy (3)**

Develops digital and information literacy in the world today. Topics include safety and ethics in the digital world, critical evaluation of online sources, conducting online research, MS Office Suite, and effective online communication skills.

DHYG - DENTAL HYGIENE**DHYG 302 - Introduction to Dental Hygiene Practice w/Lab (4)**

Provides the student with basic concepts and theories related to practice of clinical dental hygiene as well as an introduction to the WCU patient care system. Emphasis is placed on didactic knowledge of clinic protocol, patient assessment, treatment interventions, and recognition of abuse. Provides the dental health care worker with the principles and practical application concepts of infection control in dentistry with discussion and application of the governmental agency standards. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: Successful completion of all Dental Hygiene Program General Education courses.
Corequisite: DHTG 351. Offered: 90.

DHYG 303 - Infection Control Lab (1)

Provides a practical application of dental infection control, decontamination, disinfection and sterilization procedures. Students will learn the protocols and basic requirements for bloodborne pathogens, hazard communication and general safety standards in a dental environment. This is a blended course.

Prerequisite: Successful completion of all Dental Hygiene Program General Education courses.
Corequisite: DHYG 302, DHYG 341, DHYG 351. Offered: 30.

DHYG 305 - General Pathology Immunology and Medical Terminology (2)

Focuses on the basic pathologic mechanisms in human disease with an understanding of immunology and related medical terminology. Major diseases and disorders encountered in practice are discussed, with emphasis on the clinical aspects of the diseases. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 302, DHYG 303, DHYG 341, and DHYG 351. Corequisite: DHYG 312, DHYG 335, and DHYG 355. Offered: 30.

DHYG 312 - Pre-Clinical Dental Hygiene I w/Lab (4)

Provides beginning dental hygiene students with the scientific knowledge and understanding of the basic principles of dental hygiene techniques and procedures for applying comprehensive dental hygiene services. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG, 302, DHYG 303, DHYG 341, and DHYG 351. Corequisite: DHYG 305, DHYG 335, and DHYG 355. Offered: 90.

DHYG 315 - Oral Pathology (3)

Interpretations of oral pathological conditions are presented with an emphasis on clinical signs and symptoms. Emphasis is placed on the clinical recognition, differential diagnosis, and treatment of oral pathologic conditions and associated systemic disorders. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 305, DHYG 312, DHYG 335, and DHYG 355. . Corequisite: DHYG 332C, DHYG 345, and DHYG 360. Offered: 45.

DHYG 322 - Pre-Clinical Dental Hygiene II w/Lab and Clinic (4.5)

Develops the skills and techniques required for performing dental hygiene services, and to orient the student to the role of the clinical dental hygienist through direct patient care. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 335, DHYG 312, DHYG 315, and DHYG 355. Offered: 120.

DHYG 322C - Pre-Clinical Dental Hygiene II (4.5)

Provides a continuation of preclinical learning with a transfer to clinical knowledge, skills, and values related to direct dental hygiene care. Emphasis will be placed on the dental hygiene process of care - assess, diagnose, plan, implement, and evaluate.

Prerequisite: DHYG 305, DHYG 312, DHYG 335, and DHYG 355. Corequisite: DHYG 315, DHYG 345, and DHYG 360. Offered: 121.5.

DHYG 324 - Cultural Competency in Healthcare (1)

Provides awareness regarding the dimensions and complexities involved in caring for people from diverse cultural backgrounds. Emphasis on cross-cultural communication, including awareness of own cultural influences and indigenous and complementary healing practices.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Offered: 15.

DHYG 325 - Medically Compromised Care & Emergencies (3)

Focuses on an understanding of the physiological, psychological, and sociological aspects of treating patients with special needs. Provides the student with the background and skill to recognize and manage any medical emergency situation. Emphasis will be placed on prevention, prompt recognition, and effective treatment of life-threatening emergency situations that can occur in the practice of dentistry. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 324, DHYG 332C, DHYG 362, and DHYG 440. Offered: 45.

DHYG 332 - Pre-Clinical Dental Hygiene III w/Lab and Clinic (4)

Provides a continuation of preclinical learning with a transfer to clinical knowledge, skills, and values related to direct dental hygiene care. Emphasis will be placed on the dental hygiene process of care - assess, diagnose, plan, implement, and evaluate. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 345, DHYG 322, DHYG 360, and DHYG 365. Offered: 120.

DHYG 332C - Pre-Clinical Dental Hygiene III (3.5)

Provides a continuation of preclinical learning with a transfer to clinical knowledge, skills, and values related to direct dental hygiene care. Emphasis will be placed on the dental hygiene process of care - assess, diagnose, plan, implement, and evaluate.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 324, DHYG 325, DHYG 362, and DHYG 440. Offered: 123.

DHYG 335 - Dental Radiology Science w/Lab (2)

Provides the student with a basic understanding of theories and principles in dental radiology, including a study of the dental x-ray, the characteristics and methods of controlling x-radiation, types of film used, methods of processing, identifying, and mounting radiographs, radiation safety procedures, and interpretation of radiographs for preliminary evaluation. It includes techniques of intra-oral and extra-oral radiography with laboratory experience and analysis of technique errors. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 302, DHYG 303, DHYG 341, and DHYG 351. Corequisite: DHYG 305, DHYG 312, and DHYG 355. Offered: 45.

DHYG 341 - Dental Embryology Histology and Anatomy w/ Lab (3)

Introduction to orofacial structures and the study of orofacial embryology, oral histology, and dental anatomy. Clinical considerations relevant to dental hygiene practice and root morphology to enhance instrumentation are included. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: Successful completion of all Dental Hygiene Program General Education courses. Corequisite: DHYG 302, DHYG 303, and DHYG 351. Offered: 60.

DHYG 345 - Dental Radiology Interpretation w/Clinic (1.5)

Analyzes the clinical discipline of radiographic interpretation of oral and maxillofacial disease is presented for the dental hygienist. Techniques in extra-oral and specialized radiography are discussed. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 305, DHYG 312, DHYG 315, DHYG 335, and DHYG 355. Corequisite: DHYG 315, DHYG 322C, and DHYG 360. Offered: 45.

DHYG 351 - Preventive Dentistry and Risk Assessment (2)

Provides the fundamentals for the clinical application of primary preventive dentistry and risk assessment procedures, based on epidemiology and critical evaluation of scientific literature. Content centers on the strategies to prevent plaque diseases and the skills required for effective patient education and motivation. Prepares students to assess, develop, plan, implement and evaluate preventive dental services for individual patients. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: Successful completion of all Dental Hygiene Program General Education courses. Corequisite: DHYG 302, DHYG 303, and DHYG 341. Offered: 30.

DHYG 355 - Head & Neck Anatomy (2)

Detailed study of the anatomy and physiology of the human head and neck. Emphasis is placed on the correlation of structure and function especially where applicable to clinical dental hygiene. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 302, DHYG 303, DHYG 341, and DHYG 351. Corequisite: DHYG 305, DHYG 312, and DHYG 335. . Offered: 30.

DHYG 360 - Pain Management w/Lab (3)

Management of pain control through the use of local anesthetics and nitrous oxide and oxygen sedation is studied and applied. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 305, DHYG 312, DHYG 335, and DHYG 355. Corequisite: DHYG 315, DHYG 322C, and DHYG 345. . Offered: 60.

DHYG 362 - Dental Materials w/Lab (2.0)

Reviews the properties, composition and manipulation of materials used in dentistry. The study of dental materials enables the dental hygienist to understand the behavior of these materials, and provides a scientific rationale for selecting, using and understanding the varied relationships of dental bio-materials.

This is a blended course.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 324, DHYG 325, DHYG 332C, and DHYG 440. Offered: 2.0 Semester Credits.

DHYG 365 - Dental Materials w/Lab (3)

Reviews the properties, composition and manipulation of materials used in dentistry. The study of dental materials enables the dental hygienist to understand the behavior of these materials, and provides a scientific rationale for selecting, using and understanding the varied relationships of dental

bio-materials. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 335, DHYG 312, DHYG 315, and DHYG 355. Offered: 60.

DHYG 370 - Basic and Applied Pharmacology (3)

Presentation of general principles of pharmacology, including the pharmacodynamics, pharmacokinetic adverse reactions, and contraindications of drugs. Emphasis will be placed on those drug groups especially relevant to dental practice including the general anesthetics, local anesthetics, sedatives, analgesics, antiseptics, autonomic drugs, anti-inflammatory drugs and antibiotics. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Offered: 45.

DHYG 375 - Introduction to Periodontology (2)

Introduction to the anatomy and histology of the periodontium and changes that occur in the presence of the disease processes. Pathogenesis and etiology of periodontal diseases and mechanisms of tissue destruction are emphasized as well as clinical management of periodontal patients. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 370, DHYG 402, DHYG 405C, and DHYG 442. Offered: 30.

DHYG 400 - Clinical Seminar I (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 332, DHYG 370, DHYG 375, and DHYG 325. Offered: 15.

DHYG 402 - Clinical Seminar (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 370, DHYG 375, DHYG 405C, and DHYG 442. . Offered: 15.

DHYG 405 - Clinical Practice I w/Lab and Clinic (4)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure. Methods of instruction include clinical experience and guided demonstrations.

Prerequisite: DHYG 332, DHYG 370, DHYG 375, and DHYG 325. Offered: 150.

DHYG 405C - Clinical Practice I (2.5)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate active periodontal

involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure. Methods of instruction include clinical experience and guided demonstrations.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 370, DHYG 375, DHYG 402, and DHYG 442. Offered: 138.

DHYG 410 - Clinical Seminar II (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 400, DHYG 405, DHYG 430, DHYG 440, and DHYG 450. Offered: 15.

DHYG 412 - Clinic Seminar II (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Offered: 15.

DHYG 415 - Clinical Practices II w Lab and Clinic (4)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure. Methods of instruction include clinical experience and guided demonstrations.

Prerequisite: DHYG 400, DHYG 405, DHYG 430, DHYG 440, and DHYG 450. Offered: 150.

DHYG 415C - Clinical Practice II (3)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 412, DHYG 450, DHYG 455, and DHYG 475. Offered: 165.

DHYG 420 - Clinical Seminar III (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 410, DHYG 415, DHYG 475, DHYG 460, and DHYG 470. Offered: 15.

DHYG 422 - Clinic Seminar III (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Corequisite: DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Offered: 15.

DHYG 425 - Clinical Practice III w/Lab and Clinic (5)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure. Methods of instruction include clinical experience and guided demonstrations.

Prerequisite: DHYG 410, DHYG 415, DHYG 475, DHYG 460, and DHYG 470. Offered: 180.

DHYG 425C - Clinical Practice III (3)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Corequisite: DHYG 422, DHYG 430, DHYG 465, and DHYG 470. Offered: 192.

DHYG 430 - Biochemistry and Nutrition (2)

Covers the relationship of diet and nutrition to various diseases such as periodontal disease, cancer, diabetes, and obesity will be considered, as will the nutritional considerations of patients with special needs. Each major nutrient group will be covered along with its biological role. The biochemical or physiological role of required dietary nutrients and the relevance of nutrition to preventive dentistry will be emphasized. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Corequisite: DHYG 422, DHYG 425C, DHYG 465, and DHYG 470. Offered: 30.

DHYG 432 - Clinical Seminar IV (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 422, DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Corequisite: DHYG 435C, DHYG 482, and DHYG 492. Offered: 15.

DHYG 435C - Clinical Practice IV (3.5)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure.

Prerequisite: DHYG 422, DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Corequisite: DHYG 422, DHYG 482, and DHYG 492. Offered: 219.

DHYG 440 - Research Methodology (2)

Overview of the role and scope of research as it relates to the formation of dental hygiene knowledge and the application to dental hygiene practice. Focus is on basic strategies, methodologies, and the types of research design. Provides students with the opportunity to design an original research project that enriches existing knowledge and contributes to the profession of dental hygiene.

This is a blended course.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 324, DHYG 325, DHYG 332C, and DHYG 362. Offered: 30.

DHYG 442 - Applied Research Lab (1)

Provides students with the opportunity to conduct and present an original research project that enriches existing knowledge and contributes to the profession of dental hygiene.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 370, DHYG 375, DHYG 402, and DHYG 405C. Offered: 30.

DHYG 450 - Ethics Seminar (1)

Explores in a seminar/discussion format the ethical behavior in clinical dental practice and includes clinical decision making models, practitioner-patient relationship, obligations of trust and confidentiality, and dealing honestly with patients. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 412, DHYG 415C, DHYG 455, and DHYG 475. Offered: 15.

DHYG 455 - Dental Public Health (2)

Provides an overview of dental public health, oral epidemiology, and prevention and control of oral disease through community interventions.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Offered: 30.

DHYG 460 - Community Dental Health Education (2)

Covers the concepts and methods of community-based oral health programs with health promotion and disease prevention activities. Issues central to community dental health such as access to care, supply and demand, quality assurance, health financing, as it is described in health policies are discussed. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 400, DHYG 405, DHYG 430, DHYG 440, and DHYG 450. Offered: 45.

DHYG 465 - Community Dental Health Project (1)

Principles of community oral health are applied through practical experience. Programming phases of assessment, planning, implementation, and evaluation are studied in detail.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Corequisite: DHYG 422, DHYG 425C, DHYG 430, and DHYG 470. Offered: 30.

DHYG 470 - Practice Management and Jurisprudence (2)

Evaluation of the legal aspects of dental practice, covering negligence, informed consent, risk management and quality assurance. Discussion of peer view, regulatory agencies, and the California Dental Practice Act. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Corequisite: DHYG 422, DHYG 425C, DHYG 430, and DHYG 465. Offered: 30.

DHYG 475 - Applied Periodontology (2)

Provides the dental hygiene student with an advanced understanding of periodontics. The development of a periodontal treatment philosophy will be accomplished through reading in the classical and current scientific literature. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 412, DHYG 415C, DHYG 450, and DHYG 455. Offered: 30.

DHYG 482 - Advanced Dental Hygiene Topics (1)

Analysis of advanced dental hygiene topics to improve clinical skills related to dental hygiene care specifically focused on technology to enhance and improve patient care.

Prerequisite: DHYG 422, DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Corequisite: DHYG 432, DHG 435C, DHYG 492. Offered: 15.

DHYG 485 - Advanced Dental Hygiene Topics (2)

Analysis of advanced dental hygiene topics to improve clinical skills related to dental hygiene care specifically focused on technology to enhance and improve patient care. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 410, DHYG 415, DHYG 475, DHYG 460, and DHYG 470. Offered: 30.

DHYG 490 - Professional Development Project (2)

Assists the student in exploring areas of interest related the many professional roles of a dental hygienist specifically focused on opportunities for a BSDH graduate. Emphasis will be placed on employment preparation such as interviewing, resume writing, and completion of individual professional portfolio. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 410, DHYG 415, DHYG 475, DHYG 460, and DHYG 470. Offered: 45.

DHYG 492 - Professional Development Project (1.5)

Assists the student in exploring areas of interest related the many professional roles of a dental hygienist specifically focused on opportunities for a BSDH graduate. Emphasis will be placed on dental hygiene leadership and employment preparation.

Prerequisite: DHYG 422, DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Corequisite: DHYG 432, DHG 435C, DHYG 482. Offered: 30.

DHYG 499 - Directed Study in Dental Hygiene (1-3)

Directed individual study to integrate theory and clinical practice to develop intellectual and practice problem solving skills through information assessment, critical thinking, and demonstration of skills and competencies. Specific content arranged between faculty and student. May be repeated.

Prerequisite: Enrollment in dental hygiene core curriculum; approval of Dean.

ENGL - ENGLISH

ENGL 130 - College Composition I (3)

Introduces college-level writing skills focusing on effective written communication. Students gain competency in unity, specifics, coherence, and grammar, and develop thoughtful paragraphs to progress in their ability to write formal essays. APA Style and library usage are required.

Course is equivalent to ENGL 140

ENGL 140 - Written Communication I (3)

The student will develop competency in effective written communication for creative, academic, and professional written communication. The course focuses on four basic areas of effective writing: unity, specifics, coherence and grammar. Utilizes reading, discussion and personal insight to increase

students' capacity to write simple paragraphs, formal essays, reports and research projects. APA style and library usage/research is required.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

ENGL 230 - College Composition II (3)

Advances student writing skills with prior college-level writing experience. Students develop thesis statements, provide support for written statements, use appropriate APA Style including citations and references, critically analyze texts, and write a research paper. APA Style and library research and usage are required.

Course is equivalent to ENGL 240

ENGL 240 - Written Communications II (3)

This course involves the intensive study and practice of advanced writing principles for research papers. Detailed review of APA style format and library research. Focus on development of critical thinking skills to analyze and critique written communication. Review of writing principles include developing thesis statements, providing support, proper citation and reference pages, and creating clear organization of main points. APA style and library usage/research is required.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: ENGL 140 or the equivalent. Offered: 45.

ENGL 250 - Technical Writing (3)

Explores the concepts and techniques of technical communication. Engages students in the analysis, interpretation, and creation of technical and semi-technical writing with a focus on technology and media tools to assist with crafting clear technical documentation.

Offered: 45.

EPI - EPIDEMIOLOGY

FHE - FOUNDATIONS OF HIGHER EDUCATION

FHE 100 - Foundations of Higher Education (3)

This course is designed to familiarize, acclimate, and relate students to the West Coast University environment, professionalism, and the broader community. The course will entail in-depth discussions, specialized topics, and activities connected to a foundational higher education experience while helping students formulate and achieve personal, professional, and academic goals.

Prerequisite: None.

FYS - FIRST YEAR SEMINAR

FYS 001 - First Year Seminar (0)

This course is designed to familiarize, acclimate, and relate students to the West Coast University environment, professionalism, and the broader community. The course will entail in-depth discussions, specialized topics, and activities connected to a collective First Year Experience while helping students to formulate and achieve personal, professional, and academic goals and successes.

Prerequisite: None. Offered: 0.

FYS 002 - Foundations of Success (3)

Introduces students to West Coast University scholarly characteristics and expectations, baccalaureate professionalism, and diverse community engagement. Students will engage in discussions and specialized activities connected to a collective first year experience in online education, and core skills practice and evaluation. Students will have the opportunity to define and formulate strategies to achieve personal, professional, and academic goals for success.

HA - HEALTH ADMINISTRATION

HA 100 - Medical Terminology (3)

Focuses on approaches to learning and memorizing medical terminology. The meaning of hundreds of Latin and Greek elements or word parts will be taught with an emphasis on spelling, definition, usage, and pronunciation of medical terminology. Students are exposed to a basic knowledge of the history of medicine and its terminology.

HA 110 - Introduction to Healthcare Management (3)

This course evaluates healthcare management within a variety of health organization settings such as hospitals, nursing homes, and clinics. This course introduces topics in ethics, leadership, organizational behavior, information technology, health care financing, health disparities, teamwork, re-emerging outbreaks, bioterrorism, violence in healthcare settings, and medical tourism.

HA 220 - Global Perspectives in Healthcare (3)

Examines core concepts of international service, poverty, and disparity in a health continuum. Students will develop an expanded knowledge base of global health care concepts and explore topics including diversity, foreign aid, alternative health care delivery systems, and social determinants of health in a variety of health care environments.

HA 320 - Healthcare Policy and Economics (3)

This course explores current events, articles, and research that focuses on health policy and addresses the different types of policy models, factors influencing policy-making, and the U.S. governmental structure. The focus is on the evaluation of healthcare systems both nationally and globally, public and global health policy as well as policy formulation and implementation.

HA 330 - Healthcare Regulatory Compliance and Accreditation (3)

This course explores compliance programs in a hospital setting and at the local, state, and federal levels. Students will analyze case studies, engage in problem-based learning activities, and gain an understanding of internal and external audits to design an effective compliance program and effectively correct issues of non-compliance.

HA 340 - Healthcare Payment Systems (3)

This course evaluates current trends and traditional methods of payment and reimbursement in the healthcare industry. This course covers the fundamentals and terminology of different payer systems in healthcare. Students will analyze third-party payer requirements, Medicare's payment systems, healthcare provider organizational structuring, and revenue cycles.

HA 400 - Principles of Epidemiology (3)

This course focuses on the basic principles of Epidemiology and its role in research. Students analyze the basic tools and methods of epidemiological research, and the applications of epidemiology to maladies such as cardiovascular disease, diabetes, infectious disease, and disease vectors and outbreaks.

HA 410 - Research Methods in Healthcare (3)

This course explores research in healthcare with an emphasis on tools to make informed decisions for patients and the healthcare organization. Students will examine ethical considerations, evaluate the research process, analyze qualitative, quantitative, and mixed research methods, determine the reliability and validity of questionnaires, explore descriptive and comparative statistics, and statistical modeling.

HA 420 - Quality Performance Management in Healthcare (3)

This course focuses on the analysis of key quality metrics, foundations of quality management, and statistical methods in quality management, and measuring and controlling quality, process improvement, and Six Sigma. Students will evaluate key performance indicators and how they relate in a healthcare setting.

HA 430 - Risk Management in Healthcare (3)

Covers the basic concepts of risk management in healthcare. Students will analyze employment practices, and evaluate risk management strategies, medical malpractice, and the regulatory environment. Students will also explore risk management in multiple areas of infection control programs, psychiatry, telemedicine, ambulatory care, and long-term care facilities.

HA 440 - Introduction to Strategic Planning and Organizational Management in Healthcare Organizations (3)

This course covers strategic planning methodologies within a healthcare setting. Topics include market structure and strategy, diverse business models, organization purpose, position, and structure, internal and external environment strategies, and strategic change management.

HA 450 - Leadership in Healthcare (3)

This course analyzes leadership theories, models, and concepts, and emphasizes application to the healthcare industry. The focus is on evaluating the essential attributes required of a leader in today's healthcare organization and exploring topics such as ethics and integrity, servant leadership, emotional intelligence, conflict management, and team values.

HA 500 - Legal and Ethical Issues in Health Care Management (3)

In this course students will examine the legal and ethical issues involved in the use of health related information. Topics include ethical theories and dilemmas, contemporary ethical issues, tort law, contracts, corporate responsibilities, ethical and legal responsibilities of the health care professionals, and the regulatory environment.

HA 505 - Information Systems for Health Care Programs (3)

With the ever increasing costs of health care and the demand for quality of care, information systems are expected to play an important role in managing health care organizations. Topics include the analysis, design, selection, implementation, and evaluation of information systems in a variety of health care settings.

HA 520 - Financial Management for Health Care Managers (3)

This course focuses on the application of financial concepts to managing cost and profitability in health care organizations.

HA 525 - Marketing Management for Health Care Professionals (3)

This course examines how managers make decisions in a complex and competitive environment. The student is introduced to the application of the marketing concepts and practices as they relate to the management of the marketing strategy development and implementation in health care organizations. As part of the course requirements students will be required to develop a marketing plan on a health care related opportunity and make a presentation to the class.

HA 530 - Managerial Epidemiology (3)

This course takes a managerial approach to the prevention and control of diseases in the public and private arena. Basic concepts of epidemiology are applied to the policy, marketing, management, and geography of disease prevention and control.

HA 535 - Health Research Methods (3)

This course will focus on the application of univariate and multivariate research methods and computer analysis of data using statistical packages. During the term, students are required to identify a health care related problem, design the data collection instrument, collect the data, analyze and interpret the data, and make recommendations to the management team.

Prerequisite: MATH 210 or equivalent.

HA 540 - Strategic Planning in Health Care Organizations (3)

Successful managers understand the importance of strategic planning for achieving long-term growth, profitability, and competitive advantage for the organization. Topics include strategy development, evaluating the environment, conducting SWOT analysis, implementing and monitoring the strategy.

HA 545 - Hospital Administration and Management (3)

This course focuses on the operation, administration, and management of health care organizations. Topics include planning, organizing, recruiting, training, motivating and directing the employees of the organization, Additional topics include conflict resolution, workplace diversity, patient privacy and confidentiality issues.

HA 550 - Leadership Models for Health Care Managers (3)

This course explores a broad range of leadership issues. Topics include leadership theories, models, styles, competencies, ethics in health leadership, change management, mentoring and succession planning.

HA 555 - Project Management (3)

This course introduces the student to the use of computer based project management to plan and implement complex projects in a health care organization. Topics include the selection and role of the project manager, organization and planning, budgeting and cost estimation, scheduling and resource allocation, monitoring, controlling, and auditing the project. Students will use the MS project to plan and organize a health care related project.

HA 557 - Project Management II (3)

Utilizes the Project Management Institute® PMBOK® Guide as a foundation to learn about emerging trends and concepts and to apply project management practices and principles in a variety of professional settings. Topics include the importance of project management, organizational systems, the role of the project manager, project management knowledge areas and process groups, project integration management to include input/output tools and techniques, the project plan, the work breakdown structure (WBS), and the project life cycle including all key project phases. Additional resources such as practice exams, flashcards, process flow diagrams, and case studies will be provided.

HA 560 - Entrepreneurial Opportunities in Health Care Industry (3)

This course is intended primarily for students who are interested in creating businesses related to the health care industry both within the organization and outside the organization. Topics include conceptualization of the product/service, planning, raising capital, hiring the team, launching, growing, and successfully exiting the business. During the term students will be required to develop an investment grade business plan and make a presentation to the class.

HA 565 - Capstone Course: Cases in Health Care Management (3)

This course will bring to bear on the student's ability to integrate the various concepts, models, theories, and topics relating to the health care industry that were discussed throughout the program by participating in a series of case analysis exercises.

Prerequisite: HA 520, HA 525, HA 540, HA 545.

HIST - HISTORY

HIST 100 - U.S. History (3)

Surveys United States history with emphasis on civil institutions, foundational facts, multicultural perspectives, and their impact on modern-day national and international social and political developments. Explores major historical events and themes, primarily focusing on their impact on American history (i.e., cultural, political, and social movements).

HUM - HUMANITIES

HUM 360 - Cultural Diversity (3)

Examines the key areas of cultural diversity, including race, ethnicity, gender, sexuality, socioeconomic status, and religion. Conflict resolution and effective communication is emphasized. The focus is on

the comparison of various cultural traditions among groups of people who are both interdependent and independent.

Course is equivalent to HUM 370

HUM 370 - Cultural Pluralism (3)

Compares varied cultural traditions among groups of people in a given society who are simultaneously interdependent and autonomous. Emphasis on shared socioeconomic and political systems of people in a society and an appreciation of the distinct cultural practices among groups who coexist within that society. Diversity of: race, ethnicity, gender, socioeconomic status, disability, religion, and sexual preference are emphasized. Effective communication and conflict resolution are a focus throughout the course.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

IPE - INTERPROFESSIONAL EDUCATION

IPE 723 - Interprofessional Healthcare III (1)

Offered: 15.

LDR - LEADERSHIP

LDR 432 - Principles of Leadership for Healthcare Organizations (3)

Explores critiques and analyzes leadership principles and theories and their application of these principles to the health care industry. Reviews the essential attributes required of a leader in today's health care organization, making a distinction between managers and leaders. Students evaluate their own leadership styles utilizing a leadership assessment questionnaire.

Prerequisite: None. Offered: 45.

LDR 450 - Leadership in Healthcare (3)

This course analyzes leadership theories, models, and concepts, and emphasizes application to the healthcare industry. The focus is on evaluating the essential attributes required of a leader in today's healthcare organization and exploring topics such as ethics and integrity, servant leadership, emotional intelligence, conflict management, and team values.

MATH - MATHEMATICS

MATH 102 - Applied Mathematics (3)

Applies mathematics to the real world. Students acquire skills to interpret everyday life situations using mathematics and quantitative reasoning. Topics include critical thinking, problem solving, financial literacy, modeling, and technology applications. Mathematics topics include real number operations, pre-algebra and introductory algebra, probability, and basic statistics.

MATH 107 - Intermediate Algebra (3)

Provides an overview of the fundamental concepts of algebra. Applies algebra to real-world scenarios. Topics include the properties of real numbers, linear and quadratic equations, systems of linear equations, operations with polynomials, and exponential and logarithmic functions. Some use of technology is required to support algebraic reasoning and analysis.

This course is equivalent to MATH 108

MATH 108 - College Mathematics I (3)

Students are introduced to algebra topics such as properties of real numbers including basic operations, solving and graphing linear equations and inequalities, polynomials and their properties, factoring polynomials, simplifying rational expressions, radical expressions, complex numbers, solving and graphing quadratic equations, solving system of two linear equations, logarithmic functions and their properties, and exponential functions.

Prerequisite: None. Offered: 45.

MATH 201 - Calculus (3)

This is an introduction to calculus course with emphasis on real world applications. Topics include limits, derivatives of algebraic and transcendental functions, applications of derivatives, indefinite integrals, definite integrals, the Fundamental Theorem of Calculus, applications of integration, and Analytic Geometry.

MATH 207 - Elementary Statistics (3)

Provides an overview of elementary statistics concepts including descriptive and inferential statistics. Course topics include measures of central tendency and variation, sampling techniques, confidence intervals and hypothesis testing, linear correlation, and regressions. Real-world applications of statistics are included. Students utilize technology to support their decision-making and statistical analysis.

Course equivalent to MATH 211

MATH 211 - Statistics (3)

This course covers descriptive and inferential statistics with emphasis on real world applications related to the healthcare industry. Course topics include collecting and organizing data, visualizing data using graphs, summarizing data using sample statistics, estimating population parameters using confidence intervals, and hypothesis testing on population parameters. Linear correlation, regression analysis, and basic probability concepts are also covered.

Offered: 45.

MICR - MICROBIOLOGY

MICR 290 - Microbiology (4)

Representative examples of bacteria, viruses, fungi, protozoa, and multi-cellular parasites are studied, with special concentration given to micro-organisms that are significant to human health. Aspects of classification, metabolism, genetics, control mechanisms, chemotherapy, and antibiotic/resistance are considered. Topics covered include principles of infectious disease transmission, immunology, biotechnology, bioterrorism, and environmental remediation. Laboratory activities include aseptic techniques, staining, identification, and antibiotic sensitivity assays.

Prerequisite: ANAT 260, PHYS 261, CHEM 280, or the equivalent. Offered: 81.

MICR 290D - General Microbiology (3)

Representative examples of bacteria, viruses, fungi, protozoa, and multi-cellular parasites are studied, with special concentration given to micro-organisms that are significant to human health. Aspects of classification, metabolism, genetics, control mechanisms, chemotherapy, and antibiotic/resistance are considered. Topics covered include principles of infectious disease transmission, immunology, biotechnology, bioterrorism, and environmental remediation.

Prerequisite: ANAT 260D, PHYS 261D, MATH 108, and CHEM 280D, or the equivalent. Offered: 90.

MICR 290L - General Microbiology Lab (1)

This laboratory course includes aseptic techniques, staining, identification, and antibiotic sensitivity assays that reinforce concepts covered in MICR 290D.

Prerequisite: ANAT 260, PHYS 261, MATH 108, CHEM 280, MICR 290D or the equivalent. Offered: 30.

NURS - NURSING

NURS 100 - Fundamentals of Nursing (3)

This course offers the basic aspects of professional nursing and of nursing care. Included are: the nature of nursing, contemporary health care, the nursing process, research process, principles of teaching and communication, therapeutic care, and role development.

Prerequisite: Approval for progression into core nursing. Corequisite: NURS 101L. Offered: 45.

NURS 101L - Fundamentals of Nursing Skills Lab (2)

This is a clinical skills laboratory course designed to teach the basic nursing skills for delivery of nursing care. This includes performing basic skills in assessment, patient care across the admission discharge continuum, documentation, teaching, basic life support, fire safety and infection control. Nursing process is utilized in the management of care.

Prerequisite: Approval for progression into core nursing. Corequisite: NURS 100. Offered: 90.

NURS 103 - Fundamentals of Nursing (3)

This course offers the basic aspects of professional nursing and of nursing care. Included are: the nature of nursing, contemporary health care, the nursing process, research process, principles of teaching and communication, therapeutic care, and role development.

Corequisite: NURS 104L Fundamentals of Nursing Lab.

NURS 104L - Fundamentals of Nursing Skills Lab (2)

This is a clinical skills laboratory course designed to teach the basic nursing skills for delivery of nursing care. This includes performing basic skills in assessment, patient care across the admission discharge continuum, documentation, teaching, basic life support, fire safety, and infection control. The nursing process is utilized in the management of care.

Prerequisite: Admission to Core Nursing. Corequisite: NURS 103.

NURS 110 - Introduction to Professional Nursing (2)

This course introduces the student to a theoretical foundation for professional nursing practice. The course focuses on nursing as a caring profession, nurse's roles and functions, ethics, standards, legal aspects, health care delivery, communication, teaching/learning, critical thinking, and the nursing process. The Essentials of Baccalaureate Education are introduced and the philosophy of the WCU nursing program.

Offered: 30.

NURS 120 - Introduction to Medical Surgical Nursing (3)

This is the first medical surgical nursing course, in a series of three, devoted to learning the professional aspects of therapeutic nursing care. The focus will be on key concepts in the care of patients with medical and surgical conditions utilizing the nursing process. Included also will be the role of patient advocate and manager of care utilizing principles of therapeutic communication, research and teaching learning concepts.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 121L. Offered: 45.

NURS 121L-A - Introduction to Medical Surgical Nursing Practicum (2)

This is the first clinical practicum for a medical surgical nursing course in a series of three, going from simple to complex, devoted to learning the professional aspects of nursing in terms of the complex acute health problems of the adult. This course will focus on the application of concepts involved in maintaining or restoring health of clients/patients with medical and surgical conditions in the acute care/hospital setting.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 120 and 121L-B. Offered: 90.

NURS 121L-B - Introduction to Medical Surgical Nursing Practicum - On-Campus (1)

This course is an on-campus skills laboratory taken concurrently with NURS 121L-A and focuses on the development of the technical skills needed to provide nursing care for clients/patients with medical and surgical conditions.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 120 and 121L-A. Offered: 45.

NURS 122 - Introduction to Medical Surgical Nursing (3)

This is the first medical surgical nursing course in a series of three devoted to learning the professional aspects of therapeutic nursing care. The focus is on the key concepts in the care of patients with medical and surgical conditions utilizing the nursing process. Also included is the role of patient advocate and manager of care, utilizing principles of therapeutic communication, research, and teaching learning concepts.

Prerequisite: NURS 103 and NURS 104L. Corequisite: NURS 123L.

NURS 123L - Introduction to Medical Surgical Nursing Practicum (3)

This is the first clinical practicum for a medical surgical nursing course in a series of three, going from simple to complex, devoted to learning the professional aspects of nursing in terms of the complex acute health problems of the adult. This course will focus on the application of concepts involved in maintaining or restoring health of clients/patients with medical and surgical conditions in the acute care/hospital setting.

Prerequisite: NURS 103 and NURS 104L. Corequisite: NURS 122.

NURS 180 - Pharmacology (3)

This course provides fundamental understanding of the different classifications of drugs, their physiologic and chemical basis of operation within the human body. The course also presents the methods of delivery of drugs, how to properly administer complex pharmacologic treatments and the interactions different drugs may have with each other, foods, other therapies, and the environment.

Prerequisite: None. Corequisite: None. Offered: 45.

NURS 181 - Pharmacology (3)

This course provides fundamental understanding of the different classifications of drugs, their physiologic and chemical basis of operation within the human body. The course also presents the methods of delivery of drugs, how to properly administer complex pharmacologic treatments and the interactions different drugs may have with each other, foods, other therapies, and the environment.

NURS 190 - Physical Assessment (2)

During the course students learn skills necessary to perform a comprehensive health assessment utilizing history taking, inspection, palpation, percussion, and auscultation. Normal assessment findings, common variations from normal, and cultural differences are discussed as a vital component of assessment. Students demonstrate proficiency in a head to toe physical assessment practicum.

Prerequisite: NURS 100 and NURS 101L. Offered: 30.

NURS 191 - Physical Assessment (2)

This course provides a more in-depth view of patient assessment building from fundamental skills including interviewing, history taking, physical exam, recording, analysis, and use of assessment data in planning patient care.

Prerequisite: Admission to Nursing Core.

NURS 199 - LVN Credit (11)

LVN/LPN Advanced Placement Credits 10.0

Offered: 0.

NURS 199D - Advanced Placement Credit (LVN) (9)

LVN/LPN Advanced Placement Credits 9.0

Offered: 0.

NURS 199E - Advanced Placement Credit (LPN) (9)

LVN/LPN Advanced Placement Credits 9.0

Offered: 0.

NURS 201 - Medical Surgical Nursing-Promoting Wellness (3)

This course is the second in the series of courses focusing on the concepts of medical-surgical nursing. This course provides knowledge for nursing of older adults with complex acute health problems focusing on maintaining or restoring health of acutely ill clients. The needs of older adults returning to the community and community health care issues will be addressed.

Prerequisite: Pre-requisites for LVN to BSN: NURS 110 and 210LB, for BSN students: NURS 120, 121L-A, and NURS 121L-B. Corequisite: NURS 211L. Offered: 45.

NURS 208 - Medical Surgical Nursing Older Adult (3)

This course is the second in the series of courses focusing on the concepts of medical-surgical nursing. This course provides knowledge for nursing of older adults with complex acute health problems focusing on maintaining or restoring health of acutely ill clients. The needs of older adults returning to the community and community health care issues will be addressed.

Prerequisite: NURS 103, NURS 104L. Corequisite: NURS 223, NURS 224L.

NURS 210L-AB - RN Skills Laboratory (2)

This course is a laboratory experience to assess skill level from LVN experience and includes skills discussed in NURS 101L/121L-A/121L-B. Basic nursing skills for the delivery of nursing care includes assessment, documentation, teaching, and infection control. This course addresses the role of patient advocate and manager of care utilizing principles of therapeutic communication, research, and teaching learning concepts.

Prerequisite: Admission to LVN to BSN program. Offered: 90.

NURS 211L - Medical Surgical Nursing (3)

This course is the second practicum which focuses on the nursing care of older adults with complex acute and chronic health problems in the acute care setting.

Prerequisite: BSN students: NURS 120, 121L-A, and NURS 121L-B; LVN to BSN students: NURS 110 and 210LB. Corequisite: NURS 201. Offered: 135.

NURS 222 - Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill (3)

This course provides knowledge necessary to meet the nursing care needs of adults with mental-health/psychiatric health problems. Application of key concepts and the nursing process with adults and groups within a self-care framework is the focus.

Prerequisite: NURS 100 and NURS 101L. Corequisite: NURS 223L. Offered: 45.

NURS 223 - Mental Health/Older Adult Nursing (3)

This course provides knowledge necessary to meet the nursing care needs of adults with mental-health/psychiatric health problems. Application of key concepts and the nursing process with adults and groups within a self-care framework is the focus.

Prerequisite: NURS 103, 104L. Corequisite: NURS 224L.

NURS 223L - Mental Health/Psychiatric Nursing: Promoting Wellness Practicum (2)

This course provides the opportunity to apply the nursing process in the direct nursing care of adolescents, adults, and older adults with psychiatric health problems. Practice experience include public and private clinical agencies and in community settings.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 222. Offered: 90.

NURS 224L - Medical Surgical & Mental Health Nursing Care of the Older Adult Practicum (3)

This course provides the opportunity to apply the nursing process in the direct nursing care of adolescents, adults, and older adults with psychiatric health problems. Practice experience include public and private clinical agencies and in community settings.

Prerequisite: NURS 103, NURS 104L. Corequisite: NURS 223, NURS 208.

NURS 225 - Nutrition in Health and Disease (3)

Food is the basis of human life so what, how and when a person ingests food or other substances affects human life and potentially brings on disease or helps cure it. Culturally and geographically different types of foods are available and ingested by people. A nurse needs to have an understanding of how food and special diets fit with the lifestyle, culture, and the therapeutic plan of care for each person under his/her care.

Prerequisite: None. Offered: 45.

NURS 306 - Expanding Family and Community (OB) (2)

This course focuses on nursing concepts in the therapeutic care of women, mothers, infants, children, adolescents and their families. Concepts include major health promotion and disease prevention, nursing process, therapeutic communication, evidenced based practice, teaching/learning principles and role development in the care of women, infants and children and families.

Prerequisite: NURS 120, NURS 121L-A, and NURS 121L-B. Corequisite: NURS 316L-A. Offered: 30.

NURS 307 - Developing Family and Community (PEDS) (2)

This course focuses on nursing concepts in the therapeutic care of children, adolescents and their families. Concepts include major health promotion and disease prevention, nursing process, therapeutic communication, evidenced based practice, teaching/learning principles and role development.

Prerequisite: NURS 120, NURS 121L-A, and NURS 121L-B. Corequisite: NURS 317L-A. Offered: 30.

NURS 308 - Expanding and Developing Family (4)

This course focuses on nursing concepts in the therapeutic care of women, mothers, infants, children, adolescents and their families. Concepts include major health promotion and disease prevention,

nursing process, therapeutic communication, evidenced based practice, teaching/learning principles and role development in the care of women, infants and children and families.

Prerequisite: NURS 122, NURS 123L. Corequisite: NURS 318L.

NURS 316L-A - Expanding and Developing Family and Community Practicum (OB) (1.5)

This practicum course focuses on the application of nursing concepts in the therapeutic care of women, mothers, and infants.

Prerequisite: BSN only: NURS 120, NURS 121L-A, and NURS 121L-B; LVN-BSN only: NURS 210L.
Corequisite: NURS 306 . Offered: 67.5.

NURS 317L-A - Developing Family and Community Practicum (PEDS) (1.5)

This practicum course focuses on the application of nursing concepts in the therapeutic care of children, adolescents, and their families.

Prerequisite: NURS 120, NURS 121L-A, and NURS 121L-B. Corequisite: NURS 307. Offered: 67.5.

NURS 318L - Expanding and Developing Family Practicum (3)

This practicum course focuses on the application of nursing concepts in the therapeutic care of women, mothers, and infants.

Prerequisite: NURS 122, NURS 123L. Corequisite: NURS 308.

NURS 340 - Public Health Nursing (3)

This course provides the theoretical framework to incorporate public health principles with nursing knowledge and skills to offer preventative, health promoting, and protective services that benefit aggregate populations.

Prerequisite: RN licensure or NURS 306, NURS 307, NURS 316L-A, and NURS 317L-A. Corequisite: NURS 342L. Offered: 45.

NURS 340A - Public Health Nursing (1.5)

This course provides the theoretical framework to incorporate public health principles with nursing knowledge and skills to offer preventative, health promoting, and protective services that benefit aggregate populations.

Offered: 22.5.

NURS 340B - Public Health Nursing (1.5)

This course provides the theoretical framework to incorporate public health principles with nursing knowledge and skills to offer preventative, health promoting, and protective services that benefit aggregate populations.

Offered: 22.5.

NURS 342L - Public Health Nursing Practicum (2)

This course prepares RN students for population-focused practice in public health and community health nursing by applying public health theories, prevention and health promoting and protective nursing care to the individual, family, and community. Practicum meets the requirements for PHN certification in CA.

Prerequisite: RN licensure or NURS 307, NURS 316L-A, and NURS 317L-A. Corequisite: NURS 340.
Offered: 90.

NURS 350 - Research in Nursing (3)

This course introduces the basics of research in nursing and health care including survey, descriptive, quantitative, and qualitative and outcomes research. It teaches the ability to read and understand nursing research and adequately critique and understand it for the purpose of developing evidence based practice.

Prerequisite: None. Corequisite: None. Offered: 45.

NURS 420 - Principles of Leadership and Management (3)

This course teaches concepts of leadership, what makes a leader, what are the principles of good leadership and how that blends with the role of a manager. Understanding the role of nurse manager in a complex health care system and how regulatory, union, and leadership issues interact with those role responsibilities.

Prerequisite: RN licensure or NURS 201 and NURS 211L. Offered: 45.

NURS 424 - Principles of Leadership and Management (2)

This course teaches concepts of leadership, what makes a leader, what are the principles of good leadership and how that blends with the role of a manager. Understanding the role of nurse manager in a complex health care system and how regulatory, union, and leadership issues interact with those role responsibilities.

Prerequisite: NURS 223, NURS 224L.

NURS 431 - Disaster Management (2)

In an era of homeland security and devastating natural disasters, it is the responsibility of each nurse to understand what they must do in the event of a natural disaster or terrorist event. This course will identify appropriate actions given multiple scenarios.

Prerequisite: NURS 201 and 211L or consent of Campus Dean. Offered: 30.

NURS 440 - Issues and Trends in Nursing (3)

Nursing is a dynamic profession undergoing dramatic changes during a time of healthcare reform. There are many factors affecting nursing recruitment, education, regulatory issues, practice, retention, and scope of practice.

Prerequisite: NURS 201 and 211L; Prerequisites for this course are waived for students who participate in the Oxford Nursing Honors Colloquium. Corequisite: None. Offered: 45.

NURS 480 - Advanced Medical Surgical Nursing: Promoting Wellness Practicum (3)

This course is the third in the series of medical-surgical nursing courses and provides the theoretical perspective on care of acute and critically ill persons across the life span and promoting wellness in culturally diverse populations.

Prerequisite: NURS 201 and 211L. Corequisite: NURS 481L. Offered: 45.

NURS 481L - Advanced Medical Surgical Nursing: Promoting Wellness Practicum (3)

This course provides the opportunity to apply theory to practice in the care of acute and critically ill persons. Clinical practice in the direct care of complex medical-surgical and critical care patients occurs in a variety of settings.

Prerequisite: NURS 201 and NURS 211L. Offered: 135.

NURS 482 - Advanced Medical Surgical Nursing (3)

This course is the third in the series of medical–surgical nursing courses and provides the theoretical perspective on care of acute and critically ill persons across the life span and promotes wellness in culturally diverse populations.

Prerequisite: NURS 223, NURS 224L. Corequisite: NURS 483L.

NURS 483L - Advanced Medical Surgical Nursing Practicum (3)

This course provides the opportunity to apply theory to practice in the care of acute and critically ill persons. Clinical practice in the direct care of complex medical-surgical and critical care patients occurs in a variety of settings.

Prerequisite: NURS 223, NURS 224L. Corequisite: NURS 482.

NURS 484 - Capstone (0)

This course integrates the knowledge base from each of the different core specialties in nursing by reviewing material in a case study format. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination.

To pass this course, students must demonstrate a knowledge base in each subject area necessary to successfully pass the NCLEX-RN exam.

Prerequisite: NURS 223, NURS 224L. Corequisite: NURS 482, NURS 483L.

NURS 490RN - Nursing Capstone for Post-Licensure Students (3)

This capstone course will focus on student achievement of the program learning outcomes and the Essentials of Baccalaureate Education for Professional Nursing Practice. A portfolio will be used to highlight the professional endeavors of the student's past and present academic and work achievements that show evidence of meeting the Essentials competencies. The portfolio will also include a summary of the issues that relate to current nursing practice, as well as the projection of the student's long-term and short-term professional goals.

Prerequisite: Admission to the RN-BSN program. Offered: 45.

NURS 493* - Integration of Nursing Concepts (3)

This course integrates the knowledge base from each of the different core specialties in nursing by reviewing material in a case study format. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. To pass this course, students must demonstrate a knowledge base in each subject area necessary to successfully pass the NCLEX-RN exam. This course will help prepare you for the comprehensive predictor exam and NCLEX by using Capstone and VATI. The submission and monitoring of your BRN application will begin in NURS493 to help facilitate the NCLEX process and to provide you with support.

Prerequisite: NURS 480 and NURS 481L. Corequisite: NURS 497. Offered: 45.

NURS 493R - Integration of Nursing Concepts (3)

This course is required for students who need to repeat the NURS 493 Integration course. This course integrates the knowledge base from each of the different core specialties in nursing by reviewing material in a case study format. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. To pass this course, students must demonstrate a knowledge base in each subject area necessary to successfully pass the NCLEX-RN exam.

Prerequisite: NURS 493 - First Attempt. Corequisite: NURS 491L. Offered: 45.

NURS 495H - Global Perspectives in Nursing & Healthcare Delivery (2)

This course examines core concepts of international service, poverty and disparity in a health continuum; including diversity, foreign aid, alternative healthcare delivery systems and strategies for providing nursing care through a world view. Determinants of health in an alternative healthcare system will be experienced. Students will develop an expanded knowledge base of the core concepts in order to become engaged leaders in the healthcare profession while practicing within a global context. This is a Pass/No Pass course.

Prerequisite: Students are required to apply to enter the course. Please contact the program director or dean for additional information. . Corequisite: None. Offered: 30.

NURS 495L-A - Community Practice Experience (1.5)

The emphasis in this course is to provide a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced.

Offered: 67.5.

NURS 495L-B - Community Practice Experience (1.5)

The emphasis in this course is to provide a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced.

Offered: 1.5 Semester Credits.

NURS 495T - Transition into Practice (2)

This course will provide senior nursing students with additional education, mentoring/coaching, and clinical experiences to enhance professional confidence and competence while continuing to develop a practice grounded in safety and quality. Students will integrate theory and clinical practice through the review of concepts and completion of learning activities, simulation education and direct care. The student will develop intellectual and practical problem solving skills through information assessment, and critical thinking.

Prerequisite: NURS 480/481L and Approval of Campus Dean of Nursing. Offered: 90.

NURS 496L-A - Community Practice Experience - Non-PHN (1.5)

First of a two course sequence that provides a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced. This course does not meet the requirement for Public Health Certification in California.

Prerequisite: NURS 561. Corequisite: NURS 340-A. Offered: 67.5.

NURS 496L-B - Community Practice Experience - Non-PHN (1.5)

Second of a two course sequence that provides a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced. This course does not meet the requirement for Public Health Certification in California.

Prerequisite: NURS 340-A. Corequisite: NURS 340-B. Offered: 67.5.

NURS 497 - Nursing Capstone (1)

This capstone course will focus on student achievement of the program learning outcomes and the Essentials of Baccalaureate Education for Professional Nursing Practice. A portfolio will be used to highlight the professional endeavors of the student's past and present academic and work achievements that show evidence of meeting the Essentials competencies. The portfolio will also include a summary of the issues that relate to current nursing practice, as well as the projection of the student's long-term and short-term professional goals.

Prerequisite: NURS 480 and NURS 481L. Corequisite: NURS 498L and NURS 493 or consent from campus Director/Dean of Nursing. Offered: 30.

NURS 498L - Integration of Nursing Practices (3)

This is the culminating nursing practicum course, designed to prepare the student for the real work environment of an RN. During this practicum the student provides therapeutic care using evidenced based practice, the nursing process, therapeutic communication, teaching/learning principles within the role of a RN. The student will work with a pre-approved preceptor RN in a pre-approved clinical setting following the same clinical schedule as the preceptor RN. The student will work side by side with the preceptor in the clinical setting with the same caseload and responsibilities of the preceptor RN.

Prerequisite: NURS 480 and NURS 481L. Corequisite: NURS 493. Offered: 90.

NURS 499 - Independent Study in Nursing (0)

This independent study provides an opportunity for a student to integrate theory and clinical practice through the review of concepts and the use of simulation education. The student will develop intellectual and practical problem solving skills through information assessment, critical thinking, and demonstration of skills competencies.

Prerequisite: Enrollment in the core nursing curriculum; Consent of Campus Dean; approval of selected faculty and advisor. Offered: 45.

NURS 499A - Independent Study in Nursing (0)

This independent study provides an opportunity for a student to integrate theory and clinical practice through the review of concepts and the use of simulation education. The student will develop intellectual and practical problem solving skills through information assessment, critical thinking, and demonstration of skills competencies.

Prerequisite: Enrollment in the core nursing curriculum; Consent of Campus Dean; approval of selected faculty and advisor. Offered: 45.

NURS 500 - Theoretical Foundations of Nursing Practice (3)

This course focuses on critical analyses of theory and its use for advanced nursing practice. The relationship of nursing practice and relevant theories is considered within sociologic, behavioral, and biomedical context. Students are prepared to critically evaluate, compare, and apply theory as a basis for practice.

Prerequisite: None. Offered: 45.

NURS 510 - Policy, Organization, and Financing in Healthcare (3)

This course focuses on health policy development and evaluation in politics to enhance political knowledge and skills in preparing for leadership roles in policy-making, advocacy, and public health. Students will analyze complex dynamics of healthcare finance, organizational process, structure, culture, and outcomes in state and national public sectors for policy-making impacting nursing.

Prerequisite: None. Offered: 45.

NURS 521 - Ethics in Healthcare (3)

This course explores the work of nurse scholars in ethics and its application to nursing practice. Students will strengthen their understanding of professional nursing in relation to ethical obligation, leadership, and role development.

Prerequisite: None. Offered: 45.

NURS 530 - Advanced Physiology and Pathophysiology - APRN (3)

This course provides the foundation for clinical decision-making processes and diagnostic reasoning in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals.

Prerequisite: None. Offered: 45.

NURS 530A - Advanced Physiology and Pathophysiology (1.5)

This course provides the foundation for clinical decision making processes and diagnostic reasoning in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals. By applying advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems, students should be able to understand the relation between the symptoms and the disease, which might be helpful in differential diagnosis. The aim of this course is to teach students the pathogenesis of various symptoms and diseases within physiological systems of cellular and sub-cellular origin, biochemical, and anatomical changes across the life span. Thus students gain knowledge needed to assess acute and chronic health problems, to understand the mechanisms of disease essential to the role of the professional nurse in determining the appropriate nursing management of the patient.

Prerequisite: None. Offered: 22.5.

NURS 530B - Advanced Physiology and Pathophysiology (1.5)

This course provides the foundation for clinical decision making processes and diagnostic reasoning in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals. By applying advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems, students should be able to understand the relation between the symptoms and the disease, which might be helpful in differential diagnosis. The aim of this course is to teach students the pathogenesis of various symptoms and diseases within physiological systems of cellular and sub-cellular origin, biochemical, and anatomical changes across the life span. Thus students gain knowledge needed to assess acute and chronic health problems, to understand the mechanisms of disease essential to the role of the professional nurse in determining the appropriate nursing management of the patient.

Prerequisite: None. Offered: 22.5.

NURS 535 - Principles of Teaching and Learning (3)

This course focuses on the role of educator in both academic and clinical settings for advanced nursing practice. Various learning theories and scholarship will be explored with emphasis on discovery, integration, and application. Students will learn the four components of the educator role: teaching, curriculum, information technology, and evaluation of students and programs.

Offered: 45.

NURS 540 - Research Utilization (3)

This course promotes an evidence-based approach and application to advanced nursing practice. Students will explore methods and tools for generating and assessing data for nursing practice, emphasizing the link between research and evidence-based practice, and providing guidance on evaluating and critiquing research evidence.

Prerequisite: NURS 500 and MATH 211 or equivalent. Offered: 45.

NURS 550 - Advanced Practice Role Development (3)

This course focuses on the multiple professional roles of the Advanced Practice Nurse who functions autonomously, in collaboration with health care provider, and as a facilitator of the interdisciplinary health care team. The advanced practice nurse serves as educator, consultant, researcher and manager. Expansion of the nurses' role permits the student to undertake and explore the influence and responsibility as health promoter, teacher-learner, leader-manager, research consumer, advocate, colleague, and collaborator. The student will gain knowledge of the historical, theoretical, ethical, and legal foundations of professional nursing, and explore the changing health care system especially related to health care economics, nursing in a culture of violence, and nursing in a culturally and spiritually diverse world. Health care system demands are continuously transforming the nurse's emerging role and function of promoting change within the health care delivery system.

Prerequisite: None. Offered: 45.

NURS 561 - Health Promotion and Disease Prevention (3)

This course focuses on the comprehensive analysis of major concepts of health promotion and disease prevention. All population groups are addressed with separate emphases for individuals, families, and communities, conveying multicultural perspectives important to care planning.

Prerequisite: None. Offered: 45.

NURS 570 - Advanced Pharmacology (3)

Featuring a unique clinical reasoning format, this course provides both the content knowledge and the clinical reasoning the student will need to become proficient in pharmacology. This in-depth course builds on students' knowledge of normal developmental physiology and provides important information on principles of pharmacokinetics and pharmacodynamics, and the pharmacotherapeutic management of a variety of common minor and acute illnesses. The most current National Institute of Health (NIH) mortality and morbidity statistics for adolescents and adults are used as a basis for medical management.

Prerequisite: NURS 530 or consent of the program Dean/Chair. Offered: 45.

NURS 580 - Advanced Health/Physical Assessment (3)

This course is designed to prepare the student to complete an accurate patient history, physical examination and utilize the diagnostic reasoning process to develop diagnoses as a foundation for advanced practice in primary and/or acute care settings. The course focus on physical examination and history taking contains foundational content to guide students' approaches to history taking, interviewing, and other core assessment concepts, as well as fully illustrated, step-by-step techniques that outline correct performance in conducting physical examinations. Physical assessment is accomplished with the progression of critical thinking from data analysis through the routine head to toe examination to the progression of a targeted system work up leading to differential diagnosis.

Prerequisite: NURS 530 or consent of the program Dean. Offered: 60.

NURS 590A - Advanced Clinical Concepts (1.5)

This course is a seminar that employs the concept of synchronization of learning to prepare the student for the Advanced Clinical Practice Practicum. Utilizing diverse learning activities the theory topics include informatics and microsystem management for improvement of clinical outcomes and how to utilize them in their clinical area of interest. This is designed to help the student bring together knowledge from the master's level courses and applying that to a broader view of delivering nursing care at an advanced and broader scope of practice to the chosen vulnerable population. Special topics and assignments focus on issues and learning needs that will likely present themselves in the clinical area in order to prepare the student for the situations that will be encountered in the advanced practicum.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 593L. Offered: 22.5.

NURS 590B - Advanced Clinical Concepts (1.5)

This course is a seminar that employs the concept of synchronization of learning to prepare the student for the Advanced Clinical Practice Practicum. Utilizing diverse learning activities the theory topics include informatics and microsystem management for improvement of clinical outcomes and how to utilize them in their clinical area of interest. This is designed to help the student bring together knowledge from the master's level courses and applying that to a broader view of delivering nursing care at an advanced and broader scope of practice to the chosen vulnerable population. Special topics and assignments focus on issues and learning needs that will likely present themselves in the clinical area in order to prepare the student for the situations that will be encountered in the advanced practicum.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 593L. Offered: 22.5.

NURS 591L-A - Advanced Clinical Practice Practicum (1.5)

In this clinical practicum, the student provides in depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only Master's level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical.

Offered: 67.5.

NURS 591L-B - Advanced Clinical Practice Practicum (1.5)

In this clinical practicum, the student provides in depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only Master's level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical.

Offered: 67.5.

NURS 592 - Advanced Clinical Practice: Theory (1)

This course is a seminar that employs the concept of synchronization of learning to prepare the student for the Advanced Clinical Practice Practicum. Utilizing diverse learning activities the theory topics include informatics and microsystem management for improvement of clinical outcomes and how to utilize them in their clinical area of interest. This is designed to help the student bring together knowledge from the master's level courses and applying that to a broader view of delivering nursing care at an advanced and broader scope of practice to the chosen vulnerable population. Special topics and assignments focus on issues and learning needs that will likely present themselves in the clinical area in order to prepare the student for the situations that will be encountered in the advanced practicum.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 593L is taken along with NURS 592. Offered: 45.

NURS 593L - Advanced Clinical Practice: Practicum (2)

In this clinical practicum, the student provides in depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced

practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only Masters level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 592. May be taken before or with NURS 592. Offered: 30.

NURS 594 - Advanced Practice Theory: Nursing Leadership (3)

In this course, students will refine their leadership skills and examine a broad range of nursing leadership issues and trends. Students will call upon their previous courses and knowledge about leadership theories, models, and behaviors as they enhance their leadership competencies and pave the way to advance their own leadership position. Students will also focus on ways to advocate for the benefit of the nursing profession and to lead change and innovative efforts for the promotion of healthcare in society.

Offered: 45.

NURS 595L-A - Advanced Practice: Nurse Leader Practicum I (1.5)

This is the first part of a two-part course which provides field-based activities in a health care setting under the supervision of a nurse leader. The goal is to prepare students for leadership opportunities where they will observe experts in their field and apply their previous course learnings and skills obtained to address complex microsystem issues within selected healthcare organizations, promote quality patient outcomes, and utilize advanced communication skills in collaboration with other healthcare disciplines.

Offered: 70.

NURS 595L-B - Advanced Practice: Nurse Leader Practicum II (1.5)

In this second part of the course, students will continue to work on their field-based activities in nursing leadership. Upon completion of this practicum course, the student will be able to demonstrate evidence of their knowledge and understanding of the role of the nurse leader.

Offered: 65.

NURS 601A - APRN Bridge course (1.5)

This course is a bridge course for the RN who is seeking a degree in Master of Science in Nursing specific to the Advanced Practice Registered Nurse (APRN) track. The course is designed to provide an in-depth introduction and better understanding of family theory as it relates to genetics, counseling, and health promotion across the lifespan. The course also introduces the graduate nurse to information systems and technologies that support practice and improve patient care and outcomes. Students will develop an understanding of relationships between patient care, information and data issues involved in clinical practice within complex healthcare systems. Students will analyze and critique case studies relevant to the needs of families as well as review outpatient documentation, and billing relevant to the practice of the nurse practitioner.

Offered: 22.5.

NURS 601B - APRN Bridge course (1.5)

This course is a bridge course for the RN who is seeking a degree in Master of Science in Nursing specific to the Advanced Practice Registered Nurse track. The course is designed to provide an in-depth introduction and better understanding of family theory as it relates to genetics, counseling,

and health promotion across the lifespan. The course also introduces the graduate nurse to information systems and technologies that support practice and improve patient care and outcomes. Students will develop an understanding of relationships between patient care, information and data issues involved in clinical practice within complex healthcare systems. Students will analyze and critique case studies relevant to the needs of families as well as review outpatient documentation, and billing relevant to the practice of the nurse practitioner.

Offered: 22.5.

NURS 610 - Curriculum Design (3)

This course is designed to provide an opportunity to explore how people learn and the various theories about learning which are fundamental to being able to develop effective educational plans. A variety of both traditional and non-traditional teaching and evaluation methodologies will be explored as well as appraising the four major components of the educator role: teaching, curriculum, information technology, and evaluation of students and programs. Covered in the class are the steps involved in test construction, with guidelines on how to develop test length, test difficulty, item formats, and scoring procedures. Also included are guidelines for assembling and administering a test and strategies for writing multiple-choice and multiple-response items. The educator role now synthesizes a broader range of scholarship which emphasizes discovery, integration, application, and the scholarship of teaching.

Offered: 45.

NURS 620 - Educational Administration (2)

This course addresses the administrative responsibilities associated with a nursing education program. Educational Administrators are responsible for coordinating administrative activities, approving faculty hiring, evaluating faculty performance, directing budget plans, creating academic policies and programs. Educational Administrators in Nursing assess programs and develop partnerships with internal and external organizations regarding compliance with state regulatory and accrediting agencies in terms of program data, licensure, curriculum compliance, accreditation approvals. They determine course scheduling and recommend implementation of additional courses to meet the needs of the students and the institution.

Offered: 30.

NURS 631 - Simulation & Clinical Nursing Education (3)

This course is designed to meet the unique requirements of faculty working in health professions education using simulation as an educational modality. The course enables participants to develop their teaching, curriculum design, and program evaluation skills and addresses the psychosocial, technical and organizational elements unique to simulation education. This course will equip graduates with the simulation-specific skills and experiences required to design, deliver and evaluate simulation based educational activities.

Offered: 45.

NURS 640 - Curriculum Design and Simulation (3.0)

This course is designed to prepare participants to meet the unique requirements necessary to teach didactic, supervised clinical instruction, and simulation-based education to nursing professionals. Participants will utilize a variety of traditional and innovative learning theories, teaching, and evaluation methodologies to develop instructional strategies and create curriculum plans for use with a variety of students. Through interactive activities, participants will develop skills related to teaching, curriculum design, the use of simulation in the clinical training environment, and program evaluation, while exploring the psychosocial, technical, and organizational elements unique to nursing education.

Offered: 3.0 Semester Credits.

NURS 641L - Education-Teaching Practicum (3)

Teaching Practicum students are placed in schools of nursing, staff development or client education settings that are not a regular part of their current job. Practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of a MSN. Students initiate contact with a mentor in an educational setting who will work with the student to help meet their course objectives. Students develop personal learning objectives for the teaching practicum. Students are required to prepare for and teach in at least one theory and clinical class and participate in clinical and simulation as well as administration in at least one educational setting.

Prerequisite: Completion of NURS 535 - NURS 631. Offered: 135.

NURS 641LA - Education Teaching Practicum (1.5)

This course, which covers two terms, is designed as a teaching practicum where students are placed in schools of nursing, staff development or client education settings that are not a part of their current job. The course provides an opportunity for the application of teaching and learning theory to nursing education, where students use evidence-based practice to implement quality, culturally competent teaching to address the learning needs and goals of the individuals and groups in academic or service settings. This practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of a MSN degree.

Offered: 70.

NURS 641LB - Education Teaching Practicum (1.5)

This course, which covers two terms, is designed as a teaching practicum where students are placed in schools of nursing, staff development or client education settings that are not a part of their current job. The course provides an opportunity for the application of teaching and learning theory to nursing education, where students use evidence-based practice to implement quality, culturally competent teaching to address the learning needs and goals of the individuals and groups in academic or service settings. This practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of a MSN degree.

Offered: 65.

NURS 642 - Assessment and Evaluation in Nursing Education (3)

This course provides students both formative and summative assessment strategies that can be implemented to evaluate learners, programs, and performance in a variety of settings, such as classroom, laboratories and clinical areas. Evidence-based approaches to determine the effectiveness of instruction will be presented, along with methods for interpreting and analyzing data for measurement of student learning outcomes. This course will also add to the nurse educator's competencies in the use of various strategies to recommend changes based on the results of the assessments made to achieve the highest standards of excellence.

Prerequisite: Admissions into the Nurse Educator Track. Offered: 45.

NURS 650 - Healthcare Outcomes (3)

This course focuses on a review and critical analysis of the evidence concerning nursing-sensitive outcomes and approaches to their measurement. It presents a review of the conceptual and empirical literature on selected outcomes as they provide evidence for accountability in the healthcare system. Outcomes are identified that demonstrate the impact of nursing on patient care.

Offered: 45.

NURS 651 - Leadership Development (3)

This course addresses the complex role of the leader in terms of behavioral, relational, interactional and structural activities associated with the healthcare profession. As the healthcare environment continually changes, so must nursing leaders, so they can develop new ideas of how to meet the challenges facing them. Nursing leaders need to develop and refine how to reconceptualize work and priorities, and learn how to incorporate the ideas associated with the changing landscape of global reality, health reform and technological advances. This course will focus on leadership development issues most representative of today's healthcare environment realities, incorporating theories and practices from other disciplines, change strategies, conflict resolution, and intellectual as well as emotional competencies.

Offered: 45.

NURS 652 - Organization Behavior (3)

This course is designed to provide key concepts essential to meeting the challenges of the changes the healthcare industry has experienced over the past few years, and appreciate the complexity associated with the pressures to redesign the U.S. healthcare system, pay-for-performance measures, and demands for increasing the quality and accessibility of healthcare services. Students will be exposed to the theories and practices of organizational behavior and theory, workflow designs and change theory as they relate to healthcare, which is the nation's largest industry. Since healthcare is so complex with numerous interrelated and interdependent segments, healthcare leaders and managers need to learn how to balance competing interests, provide quality care while dealing with labor shortages, and integrate the information from a number of perspectives. This understanding of behaviors of both individuals and group dynamics is critical so healthcare leaders can diagnose and understand the real causes of organizational problems and be better able to guide organization toward greater success.

Offered: 45.

NURS 655 - Database Systems, Design and Informatics (3)

The usage and design of database management systems and models will be explored and their significance in decision-making emphasized. Learning will be facilitated through designing a database in MS Access or equivalent. Database concepts such as table designs, data queries, writing simple macros, data mining, big data, meaningful use, visualization and analysis will be presented.

Offered: 45.

NURS 656 - Project Management in Healthcare Informatics (3)

This course introduces theoretical and practice components of project management in healthcare informatics for the graduate nurse. Students will be exposed to specific concepts related to electronic health records, health data, standards, sourcing, and information technology investments within the framework of the system life cycle. Students will evaluate informatics as it applies to patient safety, legal and ethical issues, complex decision-making, consumer use, and outcomes measurement. Through project management activities, students will explain the key information requirements for effective health information management and decision support, plan and develop the governance and oversight requirements of healthcare informatic projects, understand the specification in the selection process of healthcare projects, and apply these competencies to real-world healthcare problems.

Offered: 45.

NURS 658 - Interoperability and Standards (3)

Challenges in health information exchange, interoperability and data standards will be introduced. Different terminologies and classification systems such as Logical Observation Identifiers Names and Codes (LOINC), Systematized Nomenclature of Medicine-Clinical Terms (SNOMED-CT), as well as data

exchange models and standards such as Fast Healthcare Interoperability Resources (FHIR) and eXtensible Markup Language (XML) documents will be presented.

Offered: 45.

NURS 659 - Implementation, Management, and Evaluation of Healthcare Systems (3)

In this course, students will explore the lifecycle of Electronic Health Record (EHR) – implementation, upgrades, changes, analysis, workflow modeling and training. Students will also learn legal and ethical issues surrounding healthcare informatics, as well as other key topics such as healthcare policy-driven practices.

Offered: 45.

NURS 660 - Advanced Practice Nursing Role (1)

This course focuses on the multiple professional roles of the Advanced Practice Nurse who functions autonomously and in collaboration with health care providers as a practitioner, educator, consultant, researcher and manager. Expansion of the nurses' role permits the student to explore the influence and responsibility as health promoter, teacher-learner, leader-manager, research consumer, advocate, colleague, and collaborator. The student will gain knowledge of the historical, theoretical, ethical, and legal foundations of professional nursing, and investigate the changing health care system especially related to health care economics, nursing in a culture of violence, and nursing in a culturally and spiritually diverse world. Health care system demands are continuously transforming the nurse's emerging role and function of promoting change within the health care delivery system.

Offered: 15.

NURS 662 - Primary Care Pediatric Patient: Theory, Pharmacology and Practice (2)

This course focuses on management of health care of children (from birth through adolescence) and their families. The effects of culture on development, parenting, and health care practices are emphasized. The course provides instruction in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. Case studies and seminar weekends will be utilized to enhance and support student learning. This course will also build upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 30.

NURS 662A - Primary Care Pediatric Patient: Theory (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory instruction in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. Case studies and seminar weekends will be utilized to enhance and support student learning. This course will also build upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 15.

NURS 662B - Primary Care Pediatric Patient: Theory (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory instruction in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. Case studies and seminar weekends will be utilized to enhance and support student learning. This course will also build upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 15.

NURS 662L - Primary Care Pediatric Patient: Practicum (2)

This course focuses on management of health care of children (from birth through adolescence) and their families. The clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner.

Offered: 130.

NURS 662L-A - Primary Care Pediatric Patient: Practicum (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner.

Offered: 65.

NURS 662L-B - Primary Care Pediatric Patient: Practicum (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner.

Offered: 65.

NURS 663 - Primary Care Adult and Geriatric Patient: Theory, Pharmacology & Practice (3)

This theory course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. Discussion will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care issues will be addressed. Case studies and seminar weekends will be utilized to enhance and support student learning. The pharmacological component this course builds upon basic knowledge in pharmacology and provides content essential

for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 45.

NURS 663A - Primary Care Adult and Geriatric Patient: Theory (1.5)

This theory course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. Discussion will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care issues will be addressed. Case studies and seminar weekends will be utilized to enhance and support student learning. The pharmacological component this course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 22.5.

NURS 663B - Primary Care Adult and Geriatric Patient: Theory (1.5)

This theory course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. Discussion will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care issues will be addressed. Case studies and seminar weekends will be utilized to enhance and support student learning. The pharmacological component this course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 22.5.

NURS 663L - Primary Care Adult and Geriatric Patient: Practicum (3)

This clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care. Students are required to participate in a 2 day seminar for common procedures in preparation for course requirements.

Offered: 195.

NURS 663L-A - Primary Care Adult and Geriatric Patient: Practicum (1.5)

This clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care. Students are required to participate in a 2 day seminar for common procedures in preparation for course requirements.

Offered: 100.

NURS 663L-B - Primary Care Adult and Geriatric Patient: Practicum (1.5)

This clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care. Students are required to participate in a 2 day seminar for common procedures in preparation for course requirements.

Offered: 95.

NURS 664 - Primary Care Women's Health: Theory, Pharmacology and Practice (2)

This theory course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. This course will also prepares students in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Case studies and seminar weekends will be utilized to enhance and support student learning. This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for client systems across the lifespan. Mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration will be emphasized in acute and chronic conditions.

Offered: 30.

NURS 664A - Primary Care Women's Health Theory (1)

This theory course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. This course will also prepares students in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Case studies and seminar weekends will be utilized to enhance and support student learning. This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for client systems across the lifespan. Mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration will be emphasized in acute and chronic conditions.

Offered: 15.

NURS 664B - Primary Care Women's Health Theory (1)

This theory course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. This course will also prepares students in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Case studies and seminar weekends will be utilized to enhance and support student learning. This

course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for client systems across the lifespan. Mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration will be emphasized in acute and chronic conditions.

Offered: 15.

NURS 664L - Primary Care Women's Health: Practicum (2)

This clinical course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's health care management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students are required to participate in a 1 day seminar of pelvic and breast exam instructions.

Offered: 130.

NURS 664L-A - Primary Care Women's Health: Practicum (1)

This clinical course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's health care management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students are required to participate in a 1 day seminar of pelvic and breast exam instructions.

Offered: 65.

NURS 664L-B - Primary Care Women's Health Practicum (1)

This clinical course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's health care management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students are required to participate in a 1 day seminar of pelvic and breast exam instructions.

Offered: 65.

NURS 665 - Care Management and Coordination - Theory (2)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement, and advocacy. Students will also be exposed to clinic management, billing and coding practices related to care management. The professional, social, political, legal, ethical, economic, and financial factors that affect health care practice are analyzed.

Offered: 30.

NURS 665A - Care Management and Coordination - Theory (1)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement, and advocacy. Students will also be exposed to clinic management, billing and coding practices related to care management. The professional, social, political, legal, ethical, economic, and financial factors that affect health care practice are analyzed.

Offered: 15.

NURS 665B - Care Management and Coordination - Theory (1)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement, and advocacy. Students will also be exposed to clinic management, billing and coding practices related to care management. The professional, social, political, legal, ethical, economic, and financial factors that affect health care practice are analyzed.

Offered: 15.

NURS 668L - Advanced Health Care Residency (3)

This course provides the final comprehensive clinical management experience, allowing FNP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical and financial content related to prescribing is addressed in this course as required by the California Board of Nursing.

Offered: 195.

NURS 668L-A - Advanced Health Care Residency (1.5)

This course provides the final comprehensive clinical management experience, allowing FNP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical and financial content related to prescribing is addressed in this course as required by the California Board of Nursing.

Offered: 100.

NURS 668L-B - Advanced Health Care Residency (1.5)

This course provides the final comprehensive clinical management experience, allowing FNP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical and financial content related to prescribing is addressed in this course as required by the California Board of Nursing.

Offered: 95.

NURS 670 - Innovation in Nursing and Healthcare Systems (3)

This course addresses the improvement of the delivery of healthcare services through leadership and innovation implementation in the workplace. The overarching framework is leadership development within the context of applied change. Students will be exposed to a strong foundation in administration, technology/nursing informatics, leadership development, advanced nursing perspectives, innovative change processes, and issues of health disparities. Students will be challenged to think more deeply about the foundation of the innovation process and some of its applications to the nursing profession. The key to the future of nursing is becoming familiar with emerging insights and embracing successful innovation processes.

Offered: 45.

NURS 671 - Global Health (3)

Health care systems are extremely complex and resource-intensive networks of organizations and people. Each country responds to their healthcare challenges and opportunities in a variety of ways, and although there have been great successes, it is obvious that health systems exist where rapid, unpredictable changes occur requiring new ideas and creative practices. In this course, students will be exposed to models and theories that emphasize the economic, sociological, psychological and anthropological aspects of health issues and health care practices. Students will examine how our interdependent world affects healthcare decisions and processes, and how different countries have created their own systems to respond to the particular health issues present in their society. Students will also have the option of spending two weeks in Oxford, England, which offers an unparalleled opportunity to study the latest developments in health care on a global scale - expanding their knowledge base, and broadening their personal perspective about global health. This course may include an international study experience.

Offered: 45.

NURS 672 - Data Management in Healthcare (3)

This course focuses on the management of data, focusing on the ever expanding amount of data, the applications and databases that use data, as well as the regulations governing how that data is shared. The healthcare industry faces a unique set of challenges in modernizing its infrastructure as operating solutions are needed that integrate data from a range of patient, clinical, and back office systems to healthcare providers, patients, payers, technology and pharmaceutical companies. Federal regulations mandate that data and systems are interoperable and can be used for electronic health records (EHR) and health information exchanges (HIE) while meeting the requirements of ICD-10 and HIPAA 5010. Students will learn about the importance of a systematic approach to identify the types of metrics that are needed to evaluate a project or program, developing metrics that support projects and programs and types of data management plans. Includes an overview of privacy issues, legislation, regulations, and accreditation standards unique to health care.

Offered: 45.

NURS 673 - Legal and Social Issues in Health Informatics (3)

In this course, students will explore the lifecycle of Electronic Health Record (EHR) – implementation, upgrades, changes, analysis, workflow modeling and training. Students will also learn legal and ethical issues surrounding healthcare informatics, as well as other key topics such as healthcare policy-driven practices.

Offered: 45.

NURS 674 - Creation and Application of Health Knowledge (3)

This course reviews the creation, use, reuse, and dissemination of health knowledge which not only supports decision making, but also leads to new discoveries. Students will learn about the emerging capabilities that allow for numerous data inputs to be analyzed and shared, and they will explore the relationship between clinical data and clinical knowledge and how organizations develop and deploy them to support improvements in patient care and research. The course includes topics such as available medical data and how it should be accessed, analyzed, and organized to support evidence-based medicine and research. Students will analyze current and prospective approaches to clinical decision support and expert system development and how to deploy them via new or existing knowledge-management infrastructures.

Offered: 45.

NURS 675L-A - Health Informatics Practicum I (1.5)

This is the first part of a two-part course which provides field-based activities in an informatics setting under the supervision of an informatics specialist. The goal is to prepare students for real-world experiences they may encounter in the informatics field. Students will observe and apply their previous course learnings and skills obtained in such activities as identifying, evaluating, and selecting health-care technology systems to improve the quality and efficiency of health care which generate the maximum return on investment for healthcare organizations.

Offered: 100.

NURS 675L-B - Health Informatics Practicum II (1.5)

In this second part of the course, students will continue to work on their field-based activities in informatics focusing on the evaluation of health-care technology systems to improve the quality and efficiency of the health care systems. They will complete their field-work which demonstrates evidence of the student's understanding of informatics technology and the role of the nurse informaticist.

Offered: 100.

NURS 675L - Health Systems Lab (3)

This course provides for an in-depth small-group project in the process of identifying, evaluating, and selecting health-care technology systems to improve the quality and efficiency of health care and generate the maximum return on investment for healthcare organizations. The course hours are equivalent to 135 hours.

Offered: 90.

NURS 676 - Advanced Pharmacology - APRN (3)

This course focuses on clinical reasoning, judgment, and appraisal skills needed to become proficient in pharmacology specific to the role of the advanced practice registered nurse. The student will have in-depth understanding of ethical practices, drug legislation, and regulation for prescribing drugs as required by the Board of Nursing.

NURS 676A - Advanced Pharmacology - APRN specific (1.5)

Featuring a unique clinical reasoning format, the student will develop both the content knowledge and the clinical reasoning needed to become proficient in pharmacology specific to the role of the advanced practice nurse. The student will analyze and evaluate pharmacological mechanisms and concepts including pharmacogenomics, pharmacokinetics, and pharmacodynamics of commonly used drugs, drug interactions, side effects, and contraindications as the basis for clinical judgment and management of patients with chronic diseases and self-limiting acute conditions in the primary care setting. Emphasis will be given on assuring safe, efficacious, and ethical aspects of prescribing and furnishing drugs. The student will have in-depth understanding of drug legislation and regulation for prescribing drugs and apply critical appraisal skills in determining best evidence for prescriptive intervention.

Offered: 22.5.

NURS 676B - Advanced Pharmacology - APRN specific (1.5)

Featuring a unique clinical reasoning format, the student will develop both the content knowledge and the clinical reasoning needed to become proficient in pharmacology specific to the role of the advanced practice nurse. The student will analyze and evaluate pharmacological mechanisms and concepts including pharmacogenomics, pharmacokinetics, and pharmacodynamics of commonly used drugs, drug interactions, side effects, and contraindications as the basis for clinical judgment and management of patients with chronic diseases and self-limiting acute conditions in the primary care setting. Emphasis will be given on assuring safe, efficacious, and ethical aspects of prescribing and furnishing drugs. The student will have in-depth understanding of drug legislation and regulation for prescribing drugs and apply critical appraisal skills in determining best evidence for prescriptive intervention.

Offered: 22.5.

NURS 677 - Intro to Healthcare Informatics (3)

This course provides an overview of the field of health informatics by giving students the fundamental knowledge of the concepts of health informatics and how technology can be used in the delivery of health care. The student will gain an understanding of the challenges for a Healthcare Informatics professional to analyze and deliver usable and accurate systems and solutions.

Offered: 45.

NURS 679 - Primary Care Adult and Geriatric Patient: Theory (3)

This theory course focuses on the role of the primary care provider in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups, including health promotion and maintenance, disease prevention, curative, and restorative care.

NURS 679L-A - Primary Care Adult and Geriatric Patient: Practicum I (2)

This is the first of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with common primary health problems. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care.

NURS 679L-B - Primary Care Adult and Geriatric Patient: Practicum II (2)

This is the second of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with common primary health problems. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care.

NURS 680A - Advanced Health/Physical Assessment - APRN specific (1.5)

The 680 A and B course is designed to prepare the graduate nursing student to expand upon the principles and techniques of physical assessment and provides a foundation for the student to evaluate the health of individuals and families across the lifespan. The complete course has two sections 680A (8 weeks) and 680B (8 weeks). Theory and research-based methodologies and skills will be incorporated to assist the student in the comprehensive assessment of individuals, including advanced communication skills, such as clinical interviewing and focused history taking, review of systems, psychosocial and physical assessment, critical diagnostic reasoning, clinical decision making, and documentation of findings.

Offered: 22.5.

NURS 680B - Advanced Health/Physical Assessment - APRN specific (1.5)

The 680 A and B course is designed to prepare the graduate nursing student to expand upon the principles and techniques of physical assessment and provides a foundation for the student to evaluate the health of individuals and families across the lifespan. The complete course has two sections 680A (8 weeks) and 680B (8 weeks). Theory and research-based methodologies and skills will be incorporated to assist the student in the comprehensive assessment of individuals, including advanced communication skills, such as clinical interviewing and focused history taking, review of systems, psychosocial and physical assessment, critical diagnostic reasoning, clinical decision making, and documentation of findings.

Offered: 22.5.

NURS 681 - Advanced Health/Physical Assessment and Lab - APRN (4)

This course focuses on the principles and techniques of physical assessment and provides a foundation for the student to evaluate the health of individuals and families across the lifespan.

NURS 682 - Care Coordination and Role of the Advanced Practice Nurse (3)

This course focuses on the professional roles of the advanced practice registered nurse, principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration.

NURS 682L-A - Advanced Healthcare Residency I (2)

This is the first of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study.

NURS 682L-B - Advanced Healthcare Residency II (2)

This is the second of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study.

NURS 683 - Neurobiology and Psychopharmacology (3)

This course focuses on scientific foundations of neurobiology and psychopharmacology and its application to management of clients with psychiatric disorders and mental health problems across the lifespan. Provides in-depth analysis of concepts related to neuroscience, pharmacokinetics, and pharmacodynamics of psychotropic drugs in the treatment and management of mental health disorders.

NURS 684 - Primary Care Women's Health: Theory (2)

This theory course focuses on women's health care and prepares the student to provide primary care of episodic illnesses of women across the lifespan, including the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy.

NURS 684L - Primary Care Women's Health: Practicum (2)

This clinical course focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of women with episodic illnesses across the lifespan, including the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy.

NURS 685 - Primary Pediatric Care: Theory (2)

This theory course focuses on management of children (from birth through adolescence) with normal and common pathological conditions. The effects of culture on development, parenting, and family-centered health care practices are emphasized.

685L 685L - Primary Pediatric Care: Practicum (2)

This clinical course focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of children (from birth through adolescence) with normal and common pathological conditions. The effects of culture on development, parenting, and family-centered health care practices are emphasized.

NURS 686 - Psychiatric - Mental Health Care Across the Lifespan: Theory I (3)

This is the first of a two-part theory course that focuses on the role of the psychiatric-mental health nurse practitioner in caring for clients with psychiatric mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/testing and effective management plan.

NURS 686L - Psychiatric - Mental Health Care Across the Lifespan: Practicum I (3)

This is the first of a two-part clinical course that focuses on application of theoretical knowledge in caring for clients with psychiatric mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/testing and effective management plan.

NURS 687 - Psychiatric - Mental Health Care Across the Lifespan: Theory II (3)

This is the second of a two-part theory course that focuses on the role of the psychiatric-mental health nurse practitioner in caring for clients with psychiatric-mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/testing and effective management plan.

NURS 687L - Psychiatric - Mental Health Care Across the Lifespan: Practicum II (3)

This is the second of a two-part clinical course that focuses on application of theoretical knowledge in caring for clients with psychiatric-mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/testing and effective management plan.

NURS 690A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course, and in this first term of the course, students will begin work on their final project which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their coursework in the analysis and resolution of a significant nursing problem, and to illustrate how students have applied the theories and principles of their previous courses to the assessment of a healthcare related problem and the development of a proposed evidence-based approach to address that problem. Examples might include: (1) integration of research findings into practice with evaluation of client system outcomes; (2) evaluation of current nursing practice through examination of relevant client system clinical outcomes; or (3) description of new knowledge with potential for enhancing nursing practice.

Offered: 22.5.

NURS 690B - Culminating Experience II (1.5)

In this second term, students will complete their evidence-based graduate project. The student will submit the final written project which provides evidence of competency in critical thinking and writing, ability to integrate field-based and academic learning, a comprehensive review of the literature, and capacity to reflect meaningfully on the student's professional development. A presentation will also be required.

Offered: 22.5.

NURS 691A - Culminating Experience I (1.5)

This is the first of a two-part course of the final academic experience in the advanced practice registered nurse program and focuses on the clinical change project which will provide evidence of competency in critical thinking and writing, ability to integrate field-based and academic learning, and produce useful conclusions and recommendations for clinical practice improvement.

Offered: 1.5 Semester Credits.

NURS 691B - Culminating Experience II (1.5)

This is the second of a two-part course of the final academic experience in the advanced practice registered nurse program and focuses on the clinical change project which will provide evidence of competency in critical thinking and writing, ability to integrate field-based and academic learning, and produce useful conclusions and recommendations for clinical practice improvement.

Offered: 1.5 Semester Credits.

NURS 692A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course. In the first term of the course (Part A), students will begin work on their final culminating project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their nurse educator coursework in the analysis and resolution of a significant topic or issue in the area of nursing education. The final project, which will be due at the end of Part B, should illustrate how students have applied the theories and principles of their previous courses to the development of a proposed evidence-based approach to address that topic.

Offered: 22.5.

NURS 692B - Culminating Experience II (1.5)

In the second part of this two-part course, students will continue to work on and complete their evidence-based graduate project. Students will submit their final written project which provides evidence of competency in critical thinking and writing, demonstrates proficiency in the required competencies and shows the student's ability to synthesize evidence-based research, as well as improve outcomes in the field of nursing leadership.

Offered: 22.5.

NURS 693A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course. In the first term of the course (Part A), students will begin work on their final culminating project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their informatics coursework in the analysis and resolution of a significant topic or issue. The final project, which will be due at the end of Part B, should

illustrate how students have applied the theories and principles of their previous courses to the development of a proposed evidence-based approach to address that topic.

Offered: 22.5.

NURS 693B - Culminating Experience II (1.5)

In the second part of this two-part course, students will continue to work on and complete their evidence-based graduate project. Students will submit their final written project which provides evidence of competency in critical thinking and writing, demonstrates proficiency in the required competencies and shows the student's ability to synthesize evidence-based research, as well as improve outcomes in the field of nursing leadership.

Offered: 22.5.

NURS 694A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course. In the first term of the course (Part A), students will begin work on their final culminating project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their coursework in the analysis and resolution of a significant topic or issue in the area of nursing leadership. The final project, which will be due at the end of Part B, should illustrate how students have applied the theories and principles of their previous courses to the development of a proposed evidence-based approach to address that topic.

Offered: 22.5.

NURS 694B - Culminating Experience II (1.5)

In the second part of this two-part course, students will continue to work on and complete their evidence-based graduate project. Students will submit their final written project which provides evidence of competency in critical thinking and writing, demonstrates proficiency in the required competencies and shows the student's ability to synthesize evidence-based research, as well as improve outcomes in the field of nursing leadership.

Offered: 22.5.

NURS 696 - Acute Care Adult and Geriatric Patient: Theory I (3)

This is the first of a two-part theory course that focuses on the complex medical disorders commonly encountered in the inpatient and/or outpatient setting. Students will strengthen their advanced pathophysiology, physical assessment, pharmacology, and management of selected acute and chronic medical problems which span from the young adult to the elderly.

NURS 696L - Acute Care Adult and Geriatric Patient: Practicum I (3)

This is the first of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with acute or chronic illness in a variety of acute care settings.

NURS 697 - Acute Care Adult and Geriatric Patient: Theory II (3)

This is the second of a two-part theory course that focuses on the complex medical disorders commonly encountered in the inpatient and/or outpatient setting. Students will strengthen their advanced pathophysiology, physical assessment, pharmacology, and management of selected chronic medical problems which span from the young adult to the elderly.

NURS 697L - Acute Care Adult and Geriatric Patient: Practicum II (3)

This is the second of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with acute or chronic illness in a variety of acute care settings.

NURS 710 - Scientific Foundations of Nursing (3)

This course creates a base for the application of science into advanced nursing practice and includes philosophical, ethical, and historical foundations. Nursing science frames the development of theories and concepts to guide nursing practice and determine the nature and significance of health and health care delivery phenomena.

NURS 715 - Translation of Research and Analytical Methods (3)

This course focuses on a core set of skills and knowledge application activities related to the translation of research into practice, the evaluation of practice, and improvement of health care outcomes. Learners examine evidence to guide improvements in practice and outcomes of care. Literature reviews focus on gaps or tensions in the translation of research into practice. Ethical considerations are also examined in the context of health care research.

NURS 720 - Biostatistics (3)

This course is designed to introduce the advanced statistical methods commonly used in health care research. The focus of the course is on application of a variety of statistical methods in research, execution of statistical analyses using statistical software, and interpretation of results from computer outputs.

NURS 725 - Leadership I Organizational (3)

This course focuses on the analysis of leadership and evidence-based management theories necessary for the leadership of today's healthcare systems. The material adds to the application of concepts of leadership, management, planning, and evaluation of population-based efforts to provide quality affordable care. Further, the course emphasizes the analysis of the nurse's professional roles and responsibilities, and offers numerous ways to develop an understanding of leadership and organizational development issues as they pertain to health professions education. Students will apply this knowledge to problem-solving and practical situations; enhancing decision-making abilities and conflict management, and will be provided the tools to develop a personal definition of leadership.

NURS 730 - Informatics in Nursing and Healthcare (3)

This course introduces the students to the field of healthcare informatics. Students will be introduced to healthcare informatics as a profession and discipline. Included will be the exploration of information applications; the shift toward patient engagement; and development of interoperability. Additional focus is on concepts and use of data science, analytics, and regulatory issues in healthcare informatics. The course will review the advanced practice nurses' role in leadership, education, and working with interdisciplinary groups as it relates to healthcare informatics.

NURS 735 - Health Status Outcomes: The Individual and Family (3)

This course prepares learners to develop effective strategies to ensure safety and quality health care for patients and populations and includes evaluation of health care outcomes. Learners engage in inquiry into the state of health care delivery, patient-centered care, sustainable change, and ethical principles surrounding practice.

NURS 740 - Clinical Prevention and Population Health (3)

This course examines ideas that promote understanding of aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Learners analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health. Evidence-based recommendations for health promotion and risk reduction for individuals and families and concepts of public health are emphasized.

NURS 745 - Leadership II: Leadership in Complex Healthcare Organizations (3)

This course emphasized interprofessional collaboration within complex healthcare organizations and systems to transform the delivery of health care to improve access, quality, and safety across diverse populations. Strategies to address organizational challenges and facilitate system wide changes important to the practice environment of the advanced practice nurse will be explored. Group dynamics within health care organizations and communities will be examined with an emphasis on communication patterns, resource allocation, strategic planning, and quantitative decision-making models to formulate policy.

NURS 750 - Social Ethics and Health Policy (3)

This course prepares the nurse leader to advance the agenda of the rapidly changing care environment by examination of health policy research and analysis. Students will focus on policy process and develop and implement policy agendas. They will participate in collective decision-making, identifying roles and key stakeholders. The course will address how to identify gaps in policy knowledge and provide opportunity for nurse leaders to engage in processes that influence policy decisions at the institutional, local, state, regional, national and/ or international levels. The course will prepare the nurse leader to analyze the policy process and engage in politically competent care while examining the interactions among economics, ethical principles, social policies, legislative, and regulatory processes that influence access, delivery, and organization of health care systems.

NURS 755 - Economics and Decision Making (3)

This course provides a foundation for understanding economic theory and principles with an emphasis on healthcare financial environment and tools and techniques to analyze healthcare financial performance that influence decision-making process. Learners will be exposed to the problem of high and rising healthcare costs, scarcity of resources, and the necessity of cost containment. Students will apply this knowledge, develop and practice economic skills that are relative to health policy, quality of care, administration, and health services management.

NURS 760 - Advanced Nursing Practice I (2)

Learners finalize an issue in health care that will become the basis of an evidence-based research project to be carried out prior to completion of the doctoral program. Learners leave this course with a project goal/topic, a literature review, a proposed methodology, and a clear description of how addressing the issue presented will improve patient care. A project proposal is written in preparation for the Institutional Review Board (IRB) review.

NURS 761 - Advanced Nursing Practice II (2)

Learners submit a project for approval to the Institutional Review Board (IRB). Once IRB approval is obtained, the learner conducts the project. Data is appropriately gathered for future analysis to determine if the practice investigated in the project brought about improved outcomes. Learners are required to plan and document their learning goals and activities.

NURS 762 - Advanced Nursing Practice III (2)

Data gathered during the project is analyzed and evaluated to determine the outcomes garnered by the project. A proposal for dissemination and mass implementation is created. Learners identify areas of future research and practice change for the continued improvement of health care. Learners are required to plan and document their learning goals and activities.

OCC - OCCUPATIONAL THERAPY**OCC 510 - Foundations of Occupation and Occupational Therapy (2.0)**

This course is an introduction to the field of occupational therapy, including the history, philosophical beliefs, areas of practice, and roles of practitioners. The focus of the course is on

developing an awareness of professional organizations, ethics and values with an emphasis on the Occupational Therapy Practice Framework (OTPF).

OCC 511 - Occupations Across the Lifespan (2.0)

This course will analyze human development across the lifespan to form the basis for understanding what occurs when the process is interrupted or changed. Emphasis will be placed on perceiving relationships between developmental stages and modifications in the individual's occupations, along with the impact of culture on development.

Offered: 45.

OCC 512 - Introduction to Fieldwork I (1.0)

This course is designed to prepare students for their first fieldwork experience and to introduce the student to a variety of traditional and emerging practice areas. Communication skills in both therapeutic use of self along with written documentation are introduced.

OCC 513 - OT Evaluation and Screening I (3.0)

This course will provide an introduction to standardized and non-standardized assessment methods relevant to the practice of occupational therapy across the lifespan. Topics covered include assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. This course will provide instruction in screening and assessment of visual, perceptual and cognitive skills as well as standard physical assessments for range of motion and strength.

OCC 514 - Introduction to Research (2.0)

This course will focus on understanding the basic premise of research in health care. It will develop the student's skill in performing online and library searches as well as how to read and understand research as part of evidence-based practice. Learning activities will include how to develop and conduct a research project.

OCC 515 - Basic Patient Care Skills (2.0)

This course is an introduction to basic patient care skills as required by occupational therapy practitioners. An overview of how to address various disorders of the bodily systems and typical medical management will be reviewed. This will include how to interact with clients and their families in a professional manner as well as safe physical handling techniques.

OCC 516 - Integrated Physiology and Anatomy (5.0)

This course provides an integrated, as well as theoretical and practical approach to studying anatomy and physiology. As all functions are performed by specific structures, anatomical information provides clues about structure and physiological mechanisms/processes explain function. Knowledge of the anatomy and physiology of the healthy human body will enable the student to understand important mechanisms of disease.

OCC 520A - Occupational Performance in the Older Adult (4.0)

This course is an introduction to occupational therapy with older adults. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and their application to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 511; OCC 513; OCC 515 .

OCC 520B - Skills Lab: Older Adults (2.0)

This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Older Adult course. Students will explore application of occupational therapy theory in the processes of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult.

Prerequisite: OCC 511; OCC 513; OCC 515. Offered: 60.

OCC 521 - Fieldwork I- Older Adults (1.0)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of older adult populations and levels of care. Experience will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. This course takes place over one (1) week in trimester two (2).

Prerequisite: OCC 512. Corequisite: OCC 520A and B. Offered: 30.

OCC 522 - OT Evaluation and Screening II (2.0)

Continuing a top-down, occupation-based approach to evaluation and screening, this course focuses on standardized assessments, assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. Students will have the opportunity to develop their ability to screen and assess psychosocial, visual, perceptual, cognitive and motor skills.

Prerequisite: OCC 513. Offered: 45.

OCC 523 - Brain, Behavior and Occupation (3.0)

This foundational neuroscience course will present topics including histology the ascending sensory pathways, descending motor pathways, cranial nerves: location, fibers course and function, vasculature of the brain, brainstem, and spinal cord, visual system, vestibular system, auditory system, cerebellum, basal ganglia, cerebral cortical structure and function, limbic system: learning and memory, and development and normal aging of the nervous system. In addition, each topic will have an applied component in which students will investigate the impact of these systems and structures on occupations.

Prerequisite: OCC 516.

OCC 524 - Movement Analysis in Occupation (3.0)

This course applies information learned in gross anatomy to mechanical and physiological principles of movement. It includes analysis of body alignment, joint structure, and muscle action and their relationship to functional activities. Students will complete assessments of normal and abnormal alignment and movement and analyze their importance for life tasks.

Prerequisite: OCC 516.

OCC 525 - Evidence-based Practice I (2.0)

This course will provide the students an opportunity to apply basic research skills gained in the OCC 514 course and further develop professional writing skills. Students will be introduced to evidence-based practice, as well as how to identify and interpret levels of evidence-based knowledge. In finding the evidence, students will learn to develop a focused clinical question and investigate the research literature comparing different forms of evidence inclusive of systematic reviews and clinical practice guidelines. Students will learn how to incorporate outcome-measures into evidence-based practice and research as well as understand how to interpret the findings from intervention studies.

Prerequisite: OCC 514.

OCC 526 - Occupations in Practice (2.0)

This foundational and application-based course presents an in-depth analysis of daily occupations, to be analyzed for therapeutic value. Students will engage in a variety of occupations from across the lifespan and from a variety of cultures. Each will be analyzed in regard to the client factors challenged, performance skills required, and how to grade aspects of the activity. Evidence supporting the use of occupations as a mechanism for change will be examined and discussed. Students will learn and apply teaching and learning principles.

Prerequisite: OCC 510.

OCC 531A - Occupational Performance in the Adult (4.0)

This course is an introduction to occupational therapy with adults. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and apply it to physical and psycho-social conditions typically seen in adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence –based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 520 A&B; OCC 521; OCC 522.

OCC 531B - Skills Lab: Adult (2.0)

This lab course incorporates hand-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Adult course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the adult.

Prerequisite: OCC 520 A&B; OCC 521; OCC 522.

OCC 532 - Fieldwork I – Adults (1.0)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of adult populations and levels of care. Experiences will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. This course takes place over one (1) week in trimester three (3).

Prerequisite: OCC 521B. Corequisite: OCC 531A and B.

OCC 533 - Evidence-Based Practice II (2.0)

This course is a continuation of OCC 525 and will focus on assessing, evaluating and systematically reviewing evidence. Students will learn to investigate a focused clinical question using a critical appraisal process as well as develop a research proposal. Students will learn to compare different forms of evidence inclusive of systematic reviews and clinical practice guidelines. Strategies to build evidence in occupational therapy practice will be discussed.

Prerequisite: OCC 525. Offered: 60.

OCC 534 - Preparatory Methods I (3.0)

This course focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as physical agent modalities, wound care, managing edema, and tissue remodeling/scar management.

Prerequisite: OCC 524.

OCC 535 - Assistive Technology (4.0)

This course focuses on assistive technology and modifications to the activities and environment performed by occupational therapists to support clients' ability to engage in occupations. The course includes evaluation, assessment selection, and intervention planning as well as training in use of high- and low-tech assistive technology and application of universal design principles. Students will have an opportunity to design an assistive device for a client to facilitate occupational performance and participation in their valued contexts.

OCC 541A - Occupational Performance in Children and Adolescents (4.0)

This course is an introduction to occupational therapy with children and adolescents. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and applies both theoretical and empirical evidence to physical and psycho-social conditions typically seen in children and adolescents. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 531A & B; OCC 532.

OCC 541B - Skills Lab: Children and Adolescents (2.0)

This lab course incorporates hand-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in Children and Adolescents course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the children and adolescents.

Prerequisite: OCC 531 A & B; OCC 532.

OCC 542 - Fieldwork I – Children and Adolescents (1.0)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of children and adolescents populations and levels of care. Experience will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. This course takes place over one (1) week in trimester four (4).

Prerequisite: OCC 532. Corequisite: OCC 541 A&B.

OCC 543 - Introduction to Fieldwork II (1.0)

This course will emphasize information that has been covered in the occupational therapy curriculum to prepare the student for Fieldwork Level II: Therapeutic use of self; applying theoretical knowledge and evidence-based principles to the clinical situation; time management; communication and interactions; supervisory relationships; teamwork; documentation; and meeting the Fieldwork II requirements.

Prerequisite: OCC 512; OCC 532.

OCC 544 - Preparatory Methods II (4.0)

This course is a continuation of OCC 534 and focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as splinting, therapeutic exercise, and sensory re-education.

Prerequisite: OCC 534.

OCC 545 - Occupational Wellness (4.0)

This course examines the relationship and dynamics interactions between clients, their environments, and the activities they need to accomplish through the perspective of health and well-being. The students will develop critical thinking skills related to the lifestyle factors influencing occupational engagement and wellness in occupational therapy practice. Students will have the opportunity to create health-promoting activities, develop injury prevention programs, and offer client-centered solutions to challenges associated with changing health status, habits, and routines.

Prerequisite: OCC 526.

OCC 546 - Professional Management and Leadership (3.0)

This course will cover information on how to provide effective occupational services: The role of the occupational therapy manager; managing a business/department/program; leadership; maintaining licensing, accreditation and standards; use evidence; create and apply policy; and prepare net-generation leaders.

Offered: 45.

OCC 551 - Preparation for Professional Practice (1.0)

This course will prepare students for level II fieldwork. Students will demonstrate competency in the occupational therapy process, including referral, evaluation, intervention and discharge planning. Students will have opportunity to provide referrals to community agencies and incorporate interprofessional resources.

Prerequisite: Complete all courses in trimesters 1-4. . Offered: 30.

OCC 552 - Fieldwork II-A (12.0)

Each student must successfully complete two (2) twelve (12) week Level II fieldwork experiences. This course provides fieldwork experience under the supervision of a license occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. During this period, the students are expected to assume increasing responsibilities related to client care. The fieldwork experience is designed to develop clinical reasoning, professionalism and clinical competency. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy to children or adults in the community. Students will gain experience in OT evaluation and treatment with individuals with various disorders and performance deficits.

Prerequisite: OCC 551 Trimesters 1-4.

OCC 562 - Fieldwork II-B (12.0)

The second fieldwork experience is under the supervision of a licensed occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. As this is the second fieldwork II experience, the student should advance on their skill and assume more responsibilities related to client care. The fieldwork experience is designed to progressively build competencies in clinical reasoning, professionalism and entry-level skills. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying academic knowledge to the provision of OT to children or adults in the community. Students will gain experience in evaluation and treatment of individuals with various disorders and performance deficits.

Prerequisite: OCC 552.

OCC 610 - Occupational Therapy Practice and Profession (2)

Foundational information designed to develop an understanding of the field of occupational therapy is discussed, including the history, philosophical beliefs, areas of practice, and roles of practitioners. Introducing topics to develop an awareness of the professional standards within the Occupational Therapy Practice Framework, professional organizations, professional ethics and values with an emphasis on the Occupational Therapy Practice Framework. Course delivery methods include online synchronous instruction.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. Corequisite: OCC-611, OCC-612, OCC-613, OCC-614, OCC-615.

OCC 611 - Theory of Fieldwork I (2)

Understanding of Occupational Therapy's role and preparing students for their first fieldwork experience by introducing the student to a variety of traditional and role-emerging practice areas. Application of effective communication, documentation, therapeutic-use-of-self, and interprofessional team collaboration will be incorporated. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. Corequisite: OCC-610, OCC-612, OCC-613, OCC-614, OCC-615.

OCC 612 - Theory of Scholarship and Research (2)

Concepts and constructs of a "practice scholar" will focus on building skills by gaining an understanding of research in health care, utilizing logical and critical thinking skills to navigate research data, asking evidence-based questions, applying theory to research, and performing literature searches. Development of research design, quantitative and qualitative methods, data collection and analysis, and professional scholarly writing. Demonstrate knowledge about clinical research design, quantitative and qualitative methods, data collection and analysis, and professional scholarly writing. Perform clinical research through development of research question, design quantitative and qualitative data collection tools, data collection, theoretical analysis, and final report. Course delivery methods include online synchronous instruction.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. . Corequisite: OCC-610, OCC-611, OCC-613, OCC-614, OCC-615.

OCC 613 - Evaluation and Assessment I (3)

Understand standardized and non-standardized assessment methods relevant to the practice of occupational therapy across the lifespan. Develop knowledge on assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. A breakdown of evaluations routinely used includes the screening and assessment of visual, perceptual, cognitive skills, and standard physical assessments for range of motion and strength. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. . Corequisite: OCC 610, OCC 611, OCC 612, OCC 614, OCC 615.

OCC 614 - Clinical Skills and Procedures (2)

Basic patient care skills are required by rehabilitation workers to provide interventions in acute care settings. Understand how various bodily systems, conditions, and medical management impact occupational performance. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. . Corequisite: OCC-610, OCC-611, OCC-612, OCC-613, OCC-615.

OCC 615 - Human Movement in Occupation (4)

Knowledge of gross anatomy and the physiological principles of human movement regarding its impact on occupational performance. It integrates a theoretical and practical approach to studying movement and activity analysis. The emphasis will be on the origin, nature and course of musculoskeletal and neurological disorders using interventions to correlate muscle actions to support occupational participation and engagement. Students will complete assessments of normal and abnormal alignment and movement and analyze their importance for life tasks. Course delivery methods for teaching and learning include face-to-face and online synchronous instruction.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. . Corequisite: OCC-610, OCC-611, OCC-612, OCC-613, OCC-614.

OCC 620 - Occupational Performance: Older Adult Population (3)

Client-centered assessments and intervention planning for middle to older adult practice settings are applied. Occupational behavior, exploring developmental theories, occupational therapy frames of reference, and application to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. Course delivery methods include online synchronous instruction.

Prerequisite: For Trimester Prior: OCC-610, OCC-614, OCC-615, OCC-620L. Corequisite: OCC-620L, OCC-621, OCC-622, OCC-623, OCC-624, OCC-625.

OCC 620L - Occupational Performance: Older Adult Skills Lab (2)

Hands-on application of assessments and interventions for middle to older adult practice. Demonstration of task-analysis, therapeutic use of self, and ethical principles to deliver assessments and interventions to address the older adult population. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: For Trimester Prior: OCC-610, OCC-614, OCC-615, OCC-620L. Corequisite: OCC-620, OCC-621, OCC-622, OCC-623, OCC-624, OCC-625.

OCC 621 - Preparation for Practice: I-Older Adult (Fieldwork I-A) (1)

Students will complete three (3) Level I fieldwork experiences throughout the educational program: One with children and adolescents; one with adults; and one with the older adult. Students must complete a Level I fieldwork experience in a mental health setting and one in a physical rehabilitation setting. One week (30 hours) each trimester in trimesters two (2), three (3), and four (4) is designated as the Level I fieldwork week on the academic calendar.

Foundational knowledge, previous life/professional experiences, and new academic learning applied to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice. Students will be able to observe evaluations and interventions performed on the older adult with a variety of diagnosis in medical or educational settings. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-620, OCC-620L. Corequisite: OCC-620, OCC-620L, OCC-622, OCC-623, OCC-624, OCC-625.

OCC 622 - Evaluation and Assessment II (3)

Knowledge about the occupational therapy assessment process over the lifespan by focusing on standardized and occupation-based methods of gathering information about individuals and groups in various developmental stages. Students will have the opportunity to develop their observation and analysis skills. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-613. Corequisite: OCC-620, OCC-620L, OCC-621, OCC-623, OCC-624, OCC-625.

OCC 623 - Occupations and the Brain (3)

Neurophysiological and neuropsychological concepts and its impact on occupational performance and participation. Focus will be on the relationship between occupational therapy practice and the structure and function of the nervous system. Course delivery methods include online synchronous instruction.

Prerequisite: For Trimester Prior: OCC-610, OCC-614, OCC-615, OCC-620L. Corequisite: OCC-620, OCC-620L, OCC-621, OCC-622, OCC-624, OCC-625.

OCC 624 - Occupations through the Lifespan (3)

Engagement in occupation with emphasis on the Occupational Therapy Practice Framework to support activity analysis and adaptation. Application of materials and therapeutic use of self to support occupational performance will be addressed in this course. Students will learn how to implement the teaching-learning process as they train others to engage in occupations. Students will develop resources, teaching skills, observation techniques, and the therapeutic use of self. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: For Trimester Prior: OCC-610, OCC-614, OCC-615, OCC-620L. Corequisite: OCC-620, OCC-620L, OCC-621, OCC-622, OCC-623, OCC-625.

OCC 625 - Evidence in OT Practice I (2)

Incorporate evidence into practice with the goal to improve client outcomes through assessment and critiquing of scholarly works. Students are introduced to evidence-based practice and knowledge development and how to create focused clinical questions, investigate and interpret research literature, and incorporate outcome-measures into practice. It is designed to foster professional writing skills as to become evidence-based practitioner in occupational therapy. It furnishes and allows the student to evaluate current research evidence and apply evidence to practice decisions. Course delivery methods include online synchronous instruction.

Prerequisite: OCC-612. Corequisite: OCC-620, OCC-620L, OCC-621, OCC-622, OCC-623, OCC-624.

OCC 630 - Occupational Performance: Adult Population (3)

Client-centered assessments and intervention planning for adult practice settings are applied. Occupational behavior, exploring developmental theories, occupational therapy frames of reference, and application to physical and psycho-social conditions typically seen in adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. Course delivery methods include online synchronous instruction.

Prerequisite: OCC-620, OCC-620L, OCC-630L. Corequisite: OCC-630L, OCC-631, OCC-632, OCC-633, OCC-634.

OCC 630L - Occupational Performance: Adults Skills Lab (2)

Hands-on application of assessments and interventions for adult practice. Demonstration of task-analysis, therapeutic use of self, and ethical principles to deliver assessments and interventions to address the adult population. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the

conditions typically seen in the adult. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: For Trimester Prior: OCC-620, OCC-620L, OCC-621, OCC-622, OCC-623, OCC-624, OCC-625; OCC-630. Corequisite: OCC-630, OCC-631, OCC-632, OCC-633, OCC-634.

OCC 631 - Preparation for Practice: I - Adult (Fieldwork I-B) (1)

Students will complete three (3) Level I fieldwork experiences throughout the educational program: One with children and adolescents; one with adults; and one with the older adult. Students must complete a Level I fieldwork experience in a mental health setting and one in a physical rehabilitation setting. One week (30 hours) each trimester in trimesters two (2), three (3), and four (4) is designated as the Level I fieldwork week on the academic calendar.

Foundational knowledge, previous life/professional experiences, and new academic learning applied to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice. Students will be able to observe evaluations and interventions performed on the older adult with a variety of diagnosis in medical or educational settings. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-630, OCC-630L. Corequisite: OCC-630, OCC-630L, OCC-632, OCC-633, OCC-634.

OCC 632 - Evidence in OT Practice II (2)

Access, critique and incorporate evidence into practice with the goal to improve client outcomes. Students will evaluate current research evidence and apply evidence to practice decisions. Emphasis will be on assessing and systematically reviewing evidence, utilizing a critical appraisal process in investigating a clinical question, and developing a research proposal and presenting the proposal to the OT faculty and student body. Course delivery methods include online synchronous instruction.

Prerequisite: OCC-625. Corequisite: OCC-630, OCC-630L, OCC-631, OCC-633, OCC-634.

OCC 633 - Modalities in OT Practice (3)

Hands-on selection and application of a variety of physical agent modalities and other preparatory methods to enhance occupational performance and participation. Application of clinical reasoning skills with therapeutic use of self as part of the intervention process as appropriate for the client population and setting. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: None. Corequisite: OCC-630, OCC-630L, OCC-631, OCC-632, OCC-634.

OCC 634 - Technology in OT Practice (4)

Hands-on application of universal design and individualized technologies to support occupational performance in different populations. Students will assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices used to enhance occupational performance and foster participation and well-being for clients in the community settings. Course delivery methods for teaching and learning include face-to-face and online synchronous instruction.

Prerequisite: OCC-624. Corequisite: OCC-630, OCC-630L, OCC-631, OCC-632, OCC-633.

OCC 640 - Occupational Performance: Child and Adolescent Population (3)

Client-centered assessments and intervention planning for the child and adolescent practice settings are applied. Occupational behavior, exploring developmental theories, occupational therapy frames of reference, and application to physical and psycho-social conditions typically seen in the child and adolescent population. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. Course delivery methods include online synchronous instruction.

Prerequisite: OCC-630, OCC-630L, OCC-640L. Corequisite: OCC-640L, OCC-641, OCC-642, OCC-643, OCC-644, OCC-645.

OCC 640L - Occupational Performance: Child and Adolescent Skills Lab (2)

Hands-on application of assessments and interventions for the child and adolescent practice. Demonstration of task-analysis, therapeutic use of self, and ethical principles to deliver assessments and interventions to address the older adult population. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-640. Corequisite: OCC-640, OCC-641, OCC-642, OCC-643, OCC-644, OCC-645.

OCC 641 - Preparation for Practice: I - Child and Adolescent (Fieldwork I-C) (1)

Students will complete three (3) Level I fieldwork experiences throughout the educational program: One with children and adolescents; one with adults; and one with the older adult. Students must complete a Level I fieldwork experience in a mental health setting and one in a physical rehabilitation setting. One week (30 hours) each trimester in trimesters two (2), three (3), and four (4) is designated as the Level I fieldwork week on the academic calendar.

Foundational knowledge, previous life/professional experiences, and new academic learning applied to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice. Students will be able to observe evaluations and interventions performed on the older adult with a variety of diagnosis in medical or educational settings. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-640, OCC-640L. Corequisite: OCC-640, OCC-640L, OCC-642, OCC-643, OCC-644, OCC-645.

OCC 642 - Theory of Fieldwork II (2)

Integration of information learned in the occupational therapy curriculum to prepare the student for Fieldwork Level II: Therapeutic use of self; applying theoretical knowledge and evidence-based principles to the clinical situation; time management; communication and interactions; supervisory relationships; teamwork; documentation; and meeting the Fieldwork II requirements. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-611. Corequisite: OCC-640, OCC-640L, OCC-641, OCC-643, OCC-644, OCC-645.

OCC 643 - Modalities in OT Practice II (4)

Hands-on design, fabrication, and application of a variety of splinting and orthotics to enhance occupational performance and participation. Application of clinical reasoning skills with therapeutic use of self as part of the intervention process as appropriate for the client population and setting. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-633. Corequisite: OCC-640, OCC-640L, OCC-641, OCC-642, OCC-644, OCC-645.

OCC 644 - Community and Wellness (4)

Health, wellness, and disability prevention models apply through program creation to support the life-roles of individuals in various sociocultural, socioeconomic, and diverse communities and population. Students will demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and role-emerging practice environments. Course delivery methods for teaching and learning include face-to-face and online synchronous instruction.

Prerequisite: None. Corequisite: OCC-640, OCC-640L, OCC-641, OCC-642, OCC-643, OCC-645.

OCC 645 - Leadership and Advancement in OT Practice (3)

Critical analysis of trends, practice issues and leadership strategies in occupational therapy practice. Students gain an understanding of how to carry out the role of an occupational therapy manager, start and run a private practice or business, follow professional regulations and policy, utilize evidence, acquire grant funding, and become future leaders. The students will demonstrate ability to provide

principles of management, current health care policy and federal/state regulations, and reimbursement systems. Course delivery methods include online synchronous instruction.

Prerequisite: None. Corequisite: OCC-640, OCC-640L, OCC-641, OCC-642, OCC-643, OCC-644.

OCC 650 - Preparation for Practice II-A (12)

Basic tenets of occupational therapy in the provision of services under the supervision of a licensed occupational therapist. Student will successfully complete two (2) thirteen (13) week Level II fieldwork experiences. Students will articulate and apply appropriate theories, model of practice and frames of reference in the provision of OT evaluation and intervention. Students' participation to include in-depth experiences by selecting, applying, interpreting, and documenting standardized, and non-standardized evaluations and intervention plans to assist in the delivery of services. Students will have the opportunity to practice in a variety of clinical or community-based settings. The fieldwork experience is designed to develop clinical reasoning, professionalism, and clinical competency. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy services to children and/or adults in the community. Students will develop entry level competencies by the end of the FW2 experience as defined by achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-620, OCC-620L, OCC-630, OCC-630L, OCC-640, OCC-640L. Corequisite: None.

OCC 660 - Preparation for Practice II-B (Fieldwork II-B) (12)

Basic tenets of occupational therapy in the provision of services under the supervision of a licensed occupational therapist. Student will successfully complete two (2) thirteen (13) week Level II fieldwork experiences. Students will articulate and apply appropriate theories, model of practice and frames of reference in the provision of OT evaluation and intervention. Students' participation to include in-depth experiences by selecting, applying, interpreting, and documenting standardized, and non-standardized evaluations and intervention plans to assist in the delivery of services. Students will have the opportunity to practice in a variety of clinical or community-based settings. The fieldwork experience is designed to develop clinical reasoning, professionalism, and clinical competency. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy services to children and/or adults in the community. Students will develop entry level competencies by the end of the FW2 experience as defined by achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-650. Corequisite: None.

OCC 710 - Foundations of Occupational Therapy Practice (3)

This course is an introduction to the field of occupational therapy, including the history, philosophical beliefs, areas of practice and roles of practitioners. The focus of the course is on developing an awareness of professional organizations, ethics and values with an emphasis on the Occupational Therapy Practice Framework (OTPF2).

Offered: 60.

OCC 711 - Occupations Across the Lifespan (2)

This course will analyze human development across the lifespan to form the basis for understanding what occurs when the process is interrupted or changed. Emphasis will be placed on perceiving relationships between developmental stages and modifications in the individual's occupations, along with the impact of culture on development.

Offered: 45.

OCC 712 - Introduction to Fieldwork I (1)

This didactical course Introduction to Fieldwork I is designed to assist in professional role development and to prepare the student for their first fieldwork experience and to introduce the student to a variety of traditional and emerging practice areas.

Offered: 30.

OCC 713 - OT Evaluation and Screening I (3)

This course will provide an introduction to standardized and non-standardized assessment methods relevant to the practice of occupational therapy across the lifespan. Topics covered include assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. This course will provide instruction in screening and assessment of visual, perceptual and cognitive skills as well as standard physical assessments for range of motion and strength.

Offered: 75.

OCC 714 - Introduction to Scholarship and Research (2)

This course starts the development of the "practice scholar" and will focus on building skills by gaining an understanding of research in health care, utilizing logical and critical thinking skills to navigate research data, asking evidence-based questions, applying theory to research, and performing literature searches. Additionally, students will gain knowledge about research design, quantitative and qualitative methods, data collection and analysis, and professional scholarly writing. Students will ask a clinical research question, design quantitative and qualitative data collection tools, collect data, analyze with theory, and write up findings.

Offered: 30.

OCC 715 - Basic Patient Care Skills (2)

This course is an introduction to basic patient care skills as required by rehabilitation workers. It will offer an understanding of various bodily systems, conditions and, typical medical management and how they impact occupational performance.

Offered: 45.

OCC 716 - Integrated Physiology and Anatomy (5)

This course provides an integrated, as well as theoretical and practical approach to studying anatomy and physiology. As all functions are performed by specific structures, anatomical information provides clues about structure and physiological mechanisms/processes explain function. Knowledge of the anatomy and physiology of the healthy human body will enable the student to understand important mechanisms of disease.

Offered: 105.

OCC 720A - Occupational Performance in the Older Adult Population (5)

This course is an introduction to occupational therapy with older adults. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies it to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 711, OCC 713, OCC 715. Offered: 75.

OCC 720B - Skills Lab: Older Adult (2)

This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Older Adult course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult.

Prerequisite: OCC 711, OCC 713, OCC 715. Offered: 60.

OCC 721 - Fieldwork I – Older Adult (1)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of older adult populations and levels of care. Experiences will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Capstone Experience. This course takes place over one (1) week in trimester two (2).

Prerequisite: OCC 712. Corequisite: OCC 720 A & B. Offered: 30.

OCC 722 - OT Evaluation and Screening II (2)

This course provides an in-depth analysis of the occupational therapy assessment process over the lifespan. It focuses on standardized and occupation-based methods of gathering information about these developmental groups. Students will have the opportunity to develop their observation and analysis skills.

Prerequisite: OCC 713. Offered: 45.

OCC 723 - Brain, Behavior and Occupation (3)

This foundational neuroscience course will present topics including histology the ascending sensory pathways, descending motor pathways, cranial nerves: location, fibers course and function, vasculature of the brain, brainstem, and spinal cord, visual system, vestibular system, auditory system, cerebellum, basal ganglia, cerebral cortical structure and function, limbic system: learning and memory, and development and normal aging of the nervous system. In addition each topic will have an applied component in which students will investigate the impact of these systems and structures on occupations.

Prerequisite: OCC 716. Offered: 60.

OCC 724 - Movement Analysis in Occupation (3)

This course applies information learned in gross anatomy to mechanical and physiological principles of movement. It includes analysis of body alignment, joint structure, and muscle action and their relationship to functional activities. Students will complete assessments of normal and abnormal alignment and movement and analyze their importance for life tasks.

Prerequisite: OCC 716. Offered: 60.

OCC 725 - Scholarship and Evidence-Based Practice I (3)

This course will provide the students an opportunity to apply basic research skills gained in the OCC 714 course. This course introduces students to evidence-based practice and knowledge development and how to create focused clinical questions, investigate and interpret research literature, and incorporate outcome-measures into practice. It is designed to foster professional writing skills as to become evidence-based practitioners in occupational therapy.

Prerequisite: OCC 714. Offered: 45.

OCC 726 - Occupations in Practice (2)

This course provides an in-depth analysis of the therapeutic benefits of occupations, in all areas of ADL, IADL, Play, Leisure, Work and Social Participation. Students will analyze and apply occupation – based media as they relate to client – centered intervention. Occupation-based activity analysis techniques are utilized to allow student to recognize the possible influences of activity demands, social, cultural, personal and temporal contexts on occupational performance. Students will learn how to implement the teaching-learning process as they train others to engage in occupations. Students will develop resources, teaching skills, observation techniques, and the therapeutic use of self.

Prerequisite: OCC 710. Offered: 45.

OCC 730 - Introduction to Doctoral Studies (1)

This course will inspire the student's growth in doctoral level thinking and professional exploration. Providing an overview of the culminating capstone project, students will proactively identify areas of interest for their doctoral capstone project and Doctoral Capstone Experience. Students will conduct a review of the literature to identify gaps which will provide rationale for a preliminary capstone project idea. In addition, students will develop an understanding of andragogy, adult learning theories, and principles of instructional design utilized in occupational therapy education.

Prerequisite: All Trimester 2 courses (OCC 720 A&B, OCC 721, OCC 722, OCC 723, OCC 724, OCC 725, OCC 726). . Offered: 30.

OCC 731A - Occupational Performance in the Adult Population (5)

This course is an introduction to occupational therapy with adults. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and apply it to physical and psycho-social conditions typically seen in adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 720 A&B, OCC 721, OCC 722. Offered: 75.

OCC 731B - Skills Lab: Adult (2)

This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Adult course. Students will explore application of occupational therapy theory used in the process of evaluation and intervention, models of practice, and frames of reference towards the conditions typically seen in the adult.

Prerequisite: OCC 720 A&B, OCC 721, OCC 722. Offered: 60.

OCC 732 - Fieldwork I – Adults (1)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of adult populations and levels of care. Experiences will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Capstone Experience. This course takes place over one week in trimester three (3).

Prerequisite: OCC 721. Corequisite: OCC 731 A & B. Offered: 30.

OCC 733 - Scholarship and Evidence-Based Practice II (3)

This course is a continuation of OCC 725 and will focus building capabilities in assessing and systematically reviewing evidence, utilizing a critical appraisal process in investigating a clinical question, and developing a research proposal. Students will compare forms of evidence with specific

reference to systematic reviews versus clinical practice guidelines. The doctoral student can use course assignments to explore potential topics for the culminating capstone project.

Prerequisite: OCC 725. Offered: 60.

OCC 734 - Preparatory Methods I (3)

This course focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as therapeutic exercise, managing edema and scars, wound care, and sensory training.

Prerequisite: OCC 724. Offered: 60.

OCC 735 - Assistive Technology (4)

This course focuses on assistive technology and modifications to the activities and environment performed by occupational therapists to support clients' ability to engage in occupations. The course includes evaluation, assessment selection, and intervention planning as well as training in use of high- and low-tech assistive technology and application of universal design principles. Students will have an opportunity to design an assistive device for a client to facilitate occupational performance and participation in their valued contexts.

Offered: 90.

OCC 741A - Occupational Performance in the Child and Adolescent Population (5)

This course is an introduction to occupational therapy with children and adolescents. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies it to physical and psycho-social conditions typically seen in children and adolescents. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 731 A&B, OCC 732. Offered: 75.

OCC 741B - Skills Lab: Children and Adolescents (2)

This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in Children and Adolescents course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the children and adolescents.

Prerequisite: OCC 731 A & B, OCC 732. Offered: 60.

OCC 742 - Fieldwork I-Children and Adolescents (1)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of children and adolescent populations and levels of care. Experiences will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Capstone Experience. This course takes place over one (1) week in trimester four (4).

Prerequisite: OCC 732. Corequisite: OCC 741 A & B. Offered: 30.

OCC 743 - Introduction to Fieldwork II (1)

This course will emphasize information that has been covered in the occupational therapy curriculum to prepare the student for Fieldwork Level II: Therapeutic use of self; applying theoretical knowledge and evidence-based principles to the clinical situation; time management; communication and

interactions; supervisory relationships; teamwork; documentation; and meeting the Fieldwork II requirements.

Prerequisite: OCC 732. Corequisite: OCC 742. Offered: 30.

OCC 744 - Preparatory Methods II (4)

This course is a continuation of OCC 734 and focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance: Physical agent modalities and splinting.

Prerequisite: OCC 734. Offered: 75.

OCC 745 - Occupational Wellness (4)

This course examines the relationship of occupation to health, well-being, participation; critical thinking about lifestyle factors influencing occupational engagement and wellness in occupational therapy practice.

Prerequisite: OCC 726. Offered: 90.

OCC 746 - Leadership and Advancement in Occupational Therapy Practice (4)

This course will cover information on how to provide effective occupational services: The role of the occupational therapy manager; running a business/department/program; leadership; maintain standards; use evidence; understand policy; and prepare next-generation leaders. It will foster professional development in leadership, management, and advocacy. The course prepares students for the lifelong task of professional growth as a leader. Students gain an understanding of how to carry out the role of an occupational therapy manager, start and run a private practice or business, follow professional regulations and policy, utilize evidence, acquire grant funding, and become future leaders.

Offered: 60.

OCC 751 - Preparation for Doctoral Professional Practice (1)

This course will prepare students for level II fieldwork. Students will demonstrate competency in the occupational therapy process, including referral, evaluation, intervention and discharge planning. Students will have opportunity to provide referrals to community agencies and incorporate interprofessional resources.

Prerequisite: Complete all courses in trimesters 1-4. . Offered: 30.

OCC 752 - Fieldwork II-A (12)

Each student must successfully complete two (2) twelve (12) week Level II fieldwork experiences. This course provides fieldwork experience under the supervision of a licensed occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. During this period, the students are expected to assume increasing responsibilities related to client care. The fieldwork experience is designed to develop clinical reasoning, professionalism and clinical competency. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy to children or adults in the community. Students will gain experience in OT evaluation and treatment with individuals with various disorders and performance deficits.

Prerequisite: OCC 751 Trimesters 1-4. Offered: 540.

OCC 761 - Preparation for Capstone I (1)

This course formally commences the culminating capstone project in which students have the opportunity to synthesize advanced occupational therapy knowledge and grow professional skills in

one or more focused areas of interest: clinical practice skills, research skills, administration, leadership, policy and program development, advocacy, and theory development. Students will be exposed to different methods of conducting a needs assessment with their DCE site as they further conceptualize their project. In developing their capstone project, students will apply their understanding of occupation, theory, professional practice, and professional identity.

Prerequisite: OCC 752, OCC 762. Offered: 30.

OCC 762 - Fieldwork IIB (12)

The second fieldwork experience is under the supervision of a licensed occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. As this is the second fieldwork II experience, the student should advance on their skill and assume more responsibilities related to client care. The fieldwork experience is designed to progressively build competencies in clinical reasoning, professionalism and entry-level skills. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying academic knowledge to the provision of OT to children or adults in the community. Students will gain experience in evaluation and treatment of individuals with various disorders and performance deficits.

Prerequisite: OCC 752. Offered: 540.

OCC 771 - Preparation for Capstone II (2)

The Preparation for Capstone II course builds upon planning initiated in OCC 761. With information from the needs assessment, the student will conduct an in-depth review of the literature to further conceptualize their capstone project. Students will identify individualized objectives for their capstone project and DCE and plan learning activities for the DCE in collaboration with their site mentor and faculty mentor. Students will also learn about project implementation and different evaluation methods for their capstone project. Depending on the nature of the project and evaluation methods used, some students may also need to complete an IRB application during this course. By the end of the course, students will be expected to translate the results of their needs assessment and literature review into a preliminary capstone proposal that is relevant to the identified needs of their DCE site. In addition, students will complete a defense of their capstone project with their Capstone Project Advisory Committee (CPAC).

Prerequisite: OCC 761. Offered: 45.

OCC 773 - Doctoral Capstone Experience I (5)

The Doctoral Capstone Experience (DCE) provides an in-depth experience for students to synthesize occupational therapy knowledge and utilize evidence-based practice as they complete their capstone project in one or more of the following focused areas of interest: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development. Students will complete their DCE in a variety of settings depending on their capstone topic which may include: clinical or community-based occupational therapy settings, educational institutions, state or national occupational therapy organizations, emerging practice areas, or administrative settings. The doctorate student will work closely in collaboration with the Capstone Project Advisory Committee (CPAC) to implement and evaluate the capstone project.

Prerequisite: OCC 761, OCC 762.

OCC 780 - Doctoral Capstone Experience II (6)

The Doctoral Capstone Experience (DCE) provides an in-depth experience for students to synthesize occupational therapy knowledge and utilize evidence-based practice as they complete their capstone project in one or more of the following focused areas of interest: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development. Students will complete their DCE in a variety of settings depending on their capstone topic which may include: clinical or community-based occupational therapy settings, educational institutions, state or national occupational therapy organizations, emerging practice areas, or

administrative settings. The doctorate student will work closely in collaboration with the Capstone Project Advisory Committee (CPAC) to implement and evaluate the capstone project.

Prerequisite: OCC 771, OCC 773.

OCC 782 - Capstone (2)

The course involves preparation of a scholarly manuscript to synthesize capstone project implementation and outcomes from the Doctoral Capstone Experience. The manuscript will demonstrate the doctoral student's ability to contribute to occupational therapy knowledge base and demonstrate skills as a scholar and leader. The manuscript will include a critical analysis of the literature, clearly identified outcomes of capstone project implementation, professional reflections on learning, and recommendations for future development. In addition, a focus of the course will be dissemination of the capstone project as students create and deliver a professional poster presentation and final oral presentation.

Pass/Fail Course

Prerequisite: OCC 771; OCC 773; OCC 780. Offered: 30.

PA - PHYSICIAN ASSISTANT

PA 500 - Medical Science (3)

Provides foundational information in the following core medical sciences: biochemistry, immunology, microbiology, and human genetics. The basic knowledge needed to understand how the human body maintains health and responds to diseases are provided while human genetics covers patterns of inheritance, formulation of the family history, and genetic abnormalities and testing. Interpersonal and professional behaviors will be introduced in this course. Course delivery methods for teaching and learning include lectures and group activities.

PA 501 - Professionalism in Medicine I with Lab (1)

Examines PA professional practice from the history of the PA profession to current professional practice understanding and practicing intellectual honesty, academic and professional integrity and conduct, relationships between PAs, physicians, and other healthcare providers, personal wellness and recognizing and preventing clinician impairment and burnout, health policy and healthcare delivery systems, and developing and interpreting medical research are also illustrated. The lab integrates the practical application of the theoretical knowledge learned in the course. The course delivery methods for teaching and learning include web-based resources, discussion board, collaborative learning, professionalism, and a signature assignment.

PA 503 - Clinical Anatomy & Physiology I with Lab (7)

Establish an understanding of the relationships between the structures and functions of the human body. Mechanisms for maintaining homeostasis within the human body will be taught. Emphasis is placed on the relationship of normal structures and normal variants within an understanding to normal physiology. Basic physiology concepts, mechanisms, and principles of cellular, tissue, and organ are examined for application in clinical practice. Educational delivery is regional-centric and focuses on integument, thorax and abdominal cavity, spine, and components of the nervous system. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures to the body as a whole. Course delivery methods for teaching and learning include lecture and hands-on lab experiences to visualize normal organ structure.

PA 504 - Applied Anatomy & Physiology I with Lab (4)

Apply an understanding of the relationships between the structures and functions of the human body relevant to clinical practice. Emphasis is placed on gross, surface, and clinical anatomy, physiology, histology and pathophysiology, and the genetic and molecular mechanisms of disease. Educational

delivery is based on organ systems and regional anatomy. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures that will help with physical examination techniques, clinical procedures, and diseases and conditions commonly found in primary care clinical medicine. Course delivery methods utilize 3-D anatomy virtual software, virtual cadaver and applications.

PA 506 - Patient Assessment & Counseling I with Lab (5.5)

Develops knowledge and skills required to obtain and document a complete medical history and physical examination. Observational and listening skills, appropriate equipment, proper techniques, and accurate medical documentation and terminology are used to document findings. Introduction to the medical record, oral presentations, writing and documentation skills for paper and electronic medical records (EMR) will be covered. History taking and physical examination learning covers human vitals, infectious disease, integument, cardiac, and pulmonary systems. Course delivery methods of teaching and learning includes lectures, small groups, simulation/encounters, and facilitated labs.

PA 509 - Pharmacology & Pharmacotherapeutics I (3)

Provides instruction in pharmacology and pharmacotherapeutics as they pertain to patient counseling/education, prescriptions, non-prescriptions, and therapeutic agents. Explains general pharmacology principles, drug mechanisms of action, appropriate selection, and rationale use in the prevention and treatment of diseases across major classes of therapeutic agents. Medication management, understanding of pharmacodynamics, side-effects, and toxicities are taught with a focus on infectious disease, hematology/oncology, dermatology, cardiology, and pulmonology systems. Course delivery methods for teaching and learning include lectures, small groups, and case studies.

PA 510 - Holistic Medicine & Patient Care I (7)

Demonstrates a system based comprehensive and integrative approach to the study of clinical medicine. Etiology, presentation and pathophysiology of disease, physical assessment, diagnosis, pharmacology and pharmacotherapy, diagnostic methods, treatment plan, and health promotion and disease prevention are discussed and applied. Foundational information is designed to develop an understanding of evolving biomedical sciences throughout the life span in emergent, acute, chronic, and rehabilitative encounters and the clinical application to history and physical examination. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include lectures and group activities, episodic video technology, and digital resources.

PA 512 - Clinical Diagnostics I (1.5)

Develops a functional understanding of diagnostic testing, selection, and ordering of laboratory and imaging studies used in medicine. Connects clinical presentation and disease process to selecting diagnostic studies. Learn to interpret and evaluate diagnostic tests and procedures within infectious disease, hematology/oncology, dermatology, cardiology, and pulmonology. Course delivery methods for teaching and learning include lectures, group activities, and case studies.

PA 513 - Holistic Medicine & Patient Care I Lab and Clinical Immersion (5.5)

Demonstrates knowledge and skills required to evaluate and diagnose patients via completion of person-centered comprehensive and focused history and physical examinations and diagnostic workups. Obtaining and documenting patient encounters, applying observational and listening skills, appropriate selection and use of diagnostic equipment, ordering, and interpreting diagnostic labs and imaging, and health promotion disease prevention are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include interactive lectures, small group activity and discussion, virtual and in-person simulation patient encounters, and facilitated labs. Every trimester the student will participate in an on-campus immersion experience facilitated by program faculty to discuss, demonstrate and develop skills and concepts.

PA 515 - Disease & Society I (4.5)

Intensive study on human disease (pathophysiology), disease prevention, and public health issues. Emphasis is placed on pathophysiology common to infectious disease, hematology/oncology, dermatology, cardiology, and pulmonary systems using a life span approach. Focuses on areas of clinical medicine including epidemiology, etiology, clinical manifestation, progression, therapeutic management, prevention, and prognosis. Builds on clinical reasoning and decision making with consideration, but not limited to, racial, ethnic, and socioeconomic health disparities. Course delivery methods for teaching and learning include lectures, small groups, and case studies.

PA 516 - Problem Based Clinical Application Lab I (1.5)

Illustrates the application of evidence-based clinical medicine and PA professional practice via simulated encounters with patients suffering morbidity, from presentation to management to documentation of patient care. Incorporates knowledge and skills gained in holistic medicine, holistic medicine lab, anatomy & physiology, and professionalism in medicine courses to comprehensive person-centered patient evaluation and management. Completing person-centered patient interviews, generating differential diagnoses, determining appropriate diagnostic workups, and all aspects of patient management are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include problem-based and team-based learning accompanied by digital lectures, case application studies, and journal club assignments.

PA 518 - Mental Health (3)

Focuses on the normal and abnormal psychological development and behavior across the life span. Basic counseling, patient education, coping skills, and motivational interviewing are instructed along with an understanding of pharmacotherapy treatments. Development of communication skills, prevention, and treatment plans for high-risk behaviors including stress, sexuality, response to illness or injury, abuse and violence, and end-of-life issues. Course delivery methods for teaching and learning include lecture, small groups, case studies, and unfolding case studies.

PA 521 - Clinical Anatomy & Physiology II with Lab (5.5)

Continues from Clinical Anatomy and Physiology I with Lab. Develops an understanding of the relationships between the structures and functions of the human body. Mechanisms for maintaining homeostasis within the human body will be taught. Emphasis is placed on the relationship of normal structures and normal variants with an understanding to normal physiology. Basic physiology concepts, mechanisms, and principles of cellular, tissue and organ are examined for application in clinical practice. Educational delivery is regional-centric and focuses on musculoskeletal, head, neck, spine, genitourinary, reproductive, and neuroanatomy. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures to the body as a whole. Course delivery methods for teaching and learning include lecture, and hands-on lab experiences to visualize normal organ structure.

PA 524 - Patient Assessment & Counseling II with La (5)

Builds on prior knowledge and skills obtained in earlier course. Develops knowledge and skills required to obtain and document a complete medical history and physical examination. Observational and listening skills, appropriate equipment, proper techniques, and accurate medical documentation and terminology are practiced to document findings. Continued learning about the medical record, oral presentations, writing and documentation skills for paper and electronic medical records (EMR) will be covered. History taking and physical examination learning covers gastrointestinal, genitourinary, musculoskeletal, rheumatologic, and neurologic areas. Course delivery methods for teaching and learning include lectures, small groups, simulation/encounters, and facilitated labs.

PA 527 - Pharmacology & Pharmacotherapeutics II (3)

Continues advancing instruction on pharmacology and pharmacotherapeutics as they pertain to patient counseling/education, prescriptions, non-prescriptions, and therapeutic agents. General pharmacology principles, drug mechanisms of action, appropriate selection, and rationale use in the prevention and treatment of diseases across major classes of therapeutic agents are practiced. Medication management, understanding of pharmacodynamics, side-effects, and toxicities are taught with a focus on gastroenterology/nutrition, hepatology, urology, reproductive health, nephrology, rheumatology, orthopedics, and neurology. Course delivery methods for teaching and learning include lectures, small groups, and unfolding case studies.

PA 530 - Clinical Diagnostic II (1.5)

Continuation in developing a functional understanding of diagnostic testing and practicing selection and ordering of laboratory and imaging studies used in medicine. Connects clinical presentation and disease process to selecting diagnostic studies. Learn to interpret and evaluate diagnostic tests and procedures within gastroenterology, hepatology, nutrition, urology, reproductive health, nephrology, rheumatology, orthopedics, and neurology. Course delivery methods for teaching and learning include lectures, group activities, and unfolding case studies.

PA 531 - Professionalism in Medicine II with Lab (1)

Examines PA professional practice including personal wellness, medical ethics, public health, and patient safety. Understanding and practicing, personal wellness and recognizing and preventing clinician impairment and burnout, implicit bias, codes of medical ethics, and case-based ethical decision making, violence identification and prevention, prevention of medical errors, quality improvement and risk management are explored in depth. The lab integrates the practical application of the theoretical knowledge learned in the course. The course delivery methods for teaching and learning include web-based resources, discussion board, collaborative learning, professionalism, and a signature assignment.

PA 533 - Disease & Society II (5.5)

Continues the intensive study on human disease (pathophysiology), disease prevention, and public health issues. Emphasis is placed on pathophysiology common to gastroenterology/ nutrition, hepatology, urology, reproductive health, nephrology, rheumatology, orthopedics, and neurology using a life span approach. Focuses on areas of clinical medicine including epidemiology, etiology, clinical manifestation, progression, therapeutic management, prevention, and prognosis. Practices clinical reasoning and decision-making with consideration, but not limited to, racial, ethnic, and socioeconomic health disparities. Course delivery methods for teaching and learning include lectures, small groups, and unfolding case studies.

PA 534 - Applied Anatomy & Physiology II with Lab and Clinical Immersion (4.5)

Illustrates understanding of the relationships between the structures and functions of the human body relevant to the physician assistant. Emphasis is placed on the relationship of normal structures and normal anatomical and physiological variants of surface anatomy, macroscopic and microscopic related structures and cells. Focuses on concepts, mechanisms, and principles of cells, tissue, and organs and features for application to clinical practice. Educational delivery is based on organ systems and regional anatomy. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures that will help with physical examination techniques and clinical procedures. Course delivery methods utilize 3-D anatomy virtual software and hardware, virtual cadaver and applications. On-campus immersion experience facilitated by program faculty to solidify learning and develop skills and concepts.

PA 536 - Patient Assessment & Counseling III with Lab (5)

Builds on prior knowledge and skills obtained in earlier course. Formulates knowledge and skills required to obtain and document a complete medical history and physical examination. Observational and listening skills, appropriate equipment, proper techniques, and accurate medical documentation

and terminology are practiced to document findings. In-depth learning continues about the medical record, oral presentations, writing and documentation skills for paper and electronic medical records (EMR) will be produced. All previously learned material is practiced at a high-level of thinking required for entry to clinical education while also incorporating telemedicine techniques. History taking and physical examination skills cover head, eyes, ears, nose, and throat (ENT), endocrine, obstetrics/gynecology (OB/Gyn), pediatric, emergency medicine, surgery, geriatric/palliative care. Course delivery methods for teaching and learning include lectures, small groups, simulation/encounters, and facilitated labs.

PA 539 - Pharmacology & Pharmacotherapeutics III (3)

Builds on continued advancement of instruction and application in pharmacology and pharmacotherapeutics as they pertain to patient counseling/ education, prescriptions, non-prescriptions, and therapeutic agents. Learned pharmacology principles, drug mechanisms of action, appropriate selection, and rationale use in the prevention and treatment of diseases across major classes of therapeutic agents are produced. Medication management, understanding of pharmacodynamics, side-effects, and toxicities are taught with a focus on ophthalmic, otolaryngologic (ENT), endocrine, women's health, pediatric, emergency medicine, surgery, and/or geriatric/palliative care conditions. Specific mental health areas are further explored. Course delivery methods for teaching and learning include lectures and small group activities, and reverse case studies.

PA 540 - Holistic Medicine & Patient Care II (7)

Demonstrates a system based comprehensive and integrative approach to the study of clinical medicine. Etiology, presentation and pathophysiology of disease, physical assessment, diagnosis, pharmacology and pharmacotherapy, diagnostic methods, treatment plan, and health promotion and disease prevention are discussed and applied. Foundational information is designed to develop an understanding of evolving biomedical sciences throughout the life span in emergent, acute, chronic, and rehabilitative encounters and the clinical application to history and physical examination. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include lectures and group activities, episodic video technology, and digital resources.

PA 542 - Clinical Diagnostics III (1.5)

Builds on previous knowledge to continue developing and producing a functional understanding of diagnostic testing, selection, and ordering of laboratory and imaging studies used in medicine. Connects clinical presentation and disease process to selecting diagnostic studies. Interpretation and evaluation of diagnostic tests and procedures for ophthalmology, otolaryngology (ENT), endocrinology, women's health, pediatrics, emergency medicine, surgery, geriatrics, and palliative care are produced. Course delivery methods for teaching and learning include lectures, group activities, and reverse case studies.

PA 543 - Holistic Medicine & Patient Care II Lab and Clinical Immersion (4.5)

Demonstrates knowledge and skills required to evaluate and diagnose patients via completion of person-centered comprehensive and focused history and physical examinations and diagnostic workups. Obtaining and documenting patient encounters, applying observational and listening skills, appropriate selection and use of diagnostic equipment, ordering and interpreting diagnostic labs and imaging, and health promotion and disease prevention are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include interactive lectures, small group activity and discussion, virtual and in-person simulation patient encounters, and facilitated labs. Every trimester the student will participate in an on-campus immersion experience facilitated by program faculty to discuss, demonstrate and develop skills and concepts.

PA 545 - Disease & Society III (6)

Builds on continued intensive study of human disease (pathophysiology), disease prevention, and public health issues. Emphasis is placed on pathophysiology common to oncology, ophthalmology,

otolaryngology (ENT), endocrinology, women's health, pediatrics, emergency medicine, surgery, geriatrics, and palliative care using a life span approach. Focuses on areas of clinical medicine including epidemiology, etiology, clinical manifestation, progression, therapeutic management, prevention, and prognosis. Constructs clinical reasoning and decision-making with consideration, but not limited to, racial, ethnic, and socioeconomic health disparities. Course delivery methods for teaching and learning include lectures, small groups, and reverse case studies.

PA 548 - Evidence Based Medicine (1.5)

Provides evidence-based medicine and research instruction to establish the fundamentals for these topics. Includes evaluation and interpretation of medical literature toward application to patient care. Develops the critical evaluation and thinking when evaluating current and evolving medical knowledge and research for the prevention and treatment of disease(s) by using common databases to access medical literature. Fundamentals of research, statistics, interpretation of methodologies, sample methods, and the importance of medical ethics are discussed. Course delivery methods for teaching and learning include lecture and small groups activities.

PA 550 - Problem Based Clinical Application Lab II (1.5)

Illustrates the application of evidence-based clinical medicine and PA professional practice via simulated encounters with patients suffering comorbidity, from presentation to management to documentation of patient care. Incorporates knowledge and skills gained in holistic medicine, holistic medicine lab, anatomy & physiology, and professionalism in medicine courses to comprehensive person-centered patient evaluation and management. Completing person-centered patient interviews, generating differential diagnoses, determining appropriate diagnostic workups, and all aspects of patient management are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include problem-based and team-based learning accompanied by digital lectures, case application studies, and journal club assignments.

PA 551 - Physician Assistant Profession (2)

Analyzes the history and evolution of the Physician Assistant (PA) profession, the role of the PA in US health care system, scope of practice, professional and legal restrictions, national board certification, state licensure, and continued medical education (CME). Further topics applied will include hospital credentialing, patient safety, quality improvement and risk management, medical ethics, burn out/self-care, and professionalism. Course delivery methods for teaching and learning include lecture, in-class activities, reverse case studies, and a service-learning project linked to develop advocacy for the Physician Assistant profession.

PA 554 - Clinical Skills & Preparation Lab (2)

Presents the expectations, policies, and procedures required of the clinical phase of the curriculum under the guise of intellectual honesty and professional conduct. Instruction in clinical and technical office, inpatient, and operating room skills are taught. Documentation of care, reimbursement, coding, and billing are taught alongside the focus on patient safety, quality improvement, risk management, and prevention of medical errors. Course delivery methods for teaching and learning include facilitated labs and simulation.

PA 558 - Behavioral Medicine with Lab (3)

Demonstrates a system based comprehensive and integrative approach to the study of behavioral medicine. Etiology, presentation and pathophysiology of psychological and psychiatric illness, physical assessment, diagnosis, psychopharmacology and psychopharmacotherapy, diagnostic methods, treatment plan, and health promotion and disease prevention are discussed and applied. Foundational information is designed to develop an understanding of evolving biomedical sciences throughout the life span as it specifically relates to the field of behavioral medicine. Course delivery methods for teaching and learning include lectures and group activities, episodic video technology, and digital resources.

PA 561 - Professionalism in Medicine III with Lab (1)

Examines PA professional practice including personal wellness, normal and abnormal development across the lifespan, human sexuality, death, dying and loss, patient response to stress, injury, and illness, and developing healthy coping mechanisms. The course provides professional preparation for the clinical phase of instruction. The lab integrates the practical application of the theoretical knowledge learned in the course. The course delivery methods for teaching and learning include web-based resources, discussion board, collaborative learning, professionalism, and a signature assignment.

PA 564 - Applied Anatomy & Physiology III with Lab and Clinical Immersion (4)

Apply an understanding of the relationships between the structures and functions of the human body relevant to clinical practice. Emphasis is placed on gross, surface, and clinical anatomy, physiology, histology and pathophysiology, and the genetic and molecular mechanisms of disease. Educational delivery is based on organ systems and regional anatomy. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures that will help with physical examination techniques, clinical procedures, and diseases and conditions commonly found in primary care clinical medicine. Course delivery methods utilize 3-D anatomy virtual software, virtual cadaver, and applications. The course includes an on-campus immersion experience facilitated by program faculty to solidify learning and develop skills and concepts.

PA 570 - Holistic Medicine & Patient Care III (7)

Demonstrates a system based comprehensive and integrative approach to the study of clinical medicine. Etiology, presentation and pathophysiology of disease, physical assessment, diagnosis, pharmacology and pharmacotherapy, diagnostic methods, treatment plan, and health promotion and disease prevention are discussed and applied. Foundational information is designed to develop an understanding of evolving biomedical sciences throughout the life span in emergent, acute, chronic, and rehabilitative encounters and the clinical application to history and physical examination. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include lectures and group activities, episodic video technology, and digital resources.

PA 573 - Holistic Medicine & Patient Care III Lab and Clinical Immersion (4.5)

Demonstrates knowledge and skills required to evaluate and diagnose patients via completion of person-centered comprehensive and focused history and physical examinations and diagnostic workups. Obtaining and documenting patient encounters, applying observational and listening skills, appropriate selection and use of diagnostic equipment, ordering, and interpreting diagnostic labs and imaging, and health promotion and disease prevention are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include interactive lectures, small group activity and discussion, virtual and in-person simulation patient encounters, and facilitated labs. Every trimester the student will participate in an on-campus immersion experience facilitated by program faculty to discuss, demonstrate and develop skills and concepts.

PA 576 - Problem Based Clinical Application Lab III (1.5)

Illustrates the application of evidence-based clinical medicine and PA professional practice via simulated encounters with patients suffering multimorbidity, from presentation to management to documentation of patient care. Incorporates knowledge and skills gained in holistic medicine, holistic medicine lab, anatomy & physiology, and professionalism in medicine courses to comprehensive person-centered patient evaluation and management. Completing person-centered patient interviews, generating differential diagnoses, determining appropriate diagnostic workups, and all aspects of patient management are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include problem-based and team-based learning accompanied by digital lectures, case application studies, and journal club assignments.

PA 580 - Health Communications (1.5)

Develops person-centered communication and interpersonal skills to promote optimal patient care and management. Skills of motivational interviewing, delivering difficult news, counseling and educating patients, and understanding social determinants of health are emphasized in addition to interprofessional team-based care. Course delivery methods for teaching and learning include lectures and small groups, virtual case studies, and online patient and provider resources.

PA 590 - Clinical Preparation Skills Lab with Clinical Immersion (2.5)

Demonstrates current and relevant clinical procedures and technical skills pertaining to PA professional practice. Students practice and perform the technical skills and procedures on task trainers, models, and computer simulations in preparation for supervised clinical experiences and clinical practice. Students will participate in a one week on-campus immersion experience facilitated by program faculty to discuss, demonstrate, and develop skills and concepts.

PA 600 - Clinical Experience - Family Medicine (4.5)

Provides clinical experiences with manifestations of common diseases and chronic illness. The emphasis is on providing care to patients throughout the life span, from infancy through adolescence and disease prevention as well as the initial and ongoing treatment of primary care disorders. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 603 - Clinical Experience - Internal Medicine/Hospitalist Service (4.5)

Provides clinical experiences that focuses on the medicine that treats diseases in adult patients of various organ systems by other than surgical means. The emphasis is on adult illnesses and lifetime continuity of care through health promotion, disease prevention, and evidence-based medical therapy. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 606 - Clinical Experience - Emergency Medicine (4.5)

Provides clinical experiences with diagnosis and treatment of patients presenting to the emergency department with acute health issues. In this often-critical care environment, problem solving and the need to rapidly assess patients with a variety of presentations is essential. Includes exposure to the practice of utilizing emergency departments both for ambulatory care and primary care. Explores various types of medical and surgical conditions that are present in a modern-day emergency department. A generalist approach to providing emergency care along with injury prevention is explored. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 609 - Masters Project I (1.5)

Develops competence with the research process in support of evidence-based medicine, patient-centric care, and the changing nature of innovations in clinical practice. Experiences with the research process include problem identification, literature review, framing research questions, and project design. Part one of a three-part course series focusing on topic selection, research question creation, a preliminary medical research review, and the project design framework. The culminating Capstone Masters Project (PA 639) requires scholarly inquiry and presentation of findings specific to a relevant medical issue that aligns with one of the high priority topics in the National Physician Assistant Research Agenda and/or National Institute of Health (NIH-Wide Strategic Plan). Course delivery methods for teaching and learning include weekly discussions, reading assignments, and project related assignments.

PA 612 - Art of Care I (1.5)

Analyzes clinical experiences through a seminar, debrief approach. Provides opportunities to discuss the actions and thought processes involved in particular patient care situations, encourages reflection

on those actions and thought processes, and incorporates improvement plans for future performance. Assists with the national certification preparation, state license processes, and employment navigation. Course delivery methods for teaching and learning include guided discussion forums, presentations, and a variety of active learning class activities.

PA 615 - Clinical Experience - Women's Health (4.5)

Provides clinical experiences with issues in women's health through the lifespan. Areas of exposure include prenatal care, reproductive endocrinology, gynecology and gynecologic oncology, family planning and other aspects of women's health. The basic operations of obstetrics and gynecology are explored to allow a fundamental understanding of the technical procedures involved. Some rotations may include delivery participation; however, this is not required. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 618 - Clinical Experience - Pediatric Medicine (4.5)

Provides clinical experiences with pediatric problems and disease, including common illnesses of childhood, congenital and acquired processes, normal and pathological developmental achievements and psychosocial issues. This rotation may include care delivered in inpatient or outpatient settings. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 621 - Clinical Experience - Behavioral Medicine (4.5)

Provides clinical experiences with evaluation, diagnosis, and treatment of acute and chronic psychiatric disorders. This rotation may be conducted in an inpatient or outpatient setting. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 624 - Masters Project II (1.5)

Expands knowledge of practical application through the research process in support of evidence-based medicine, patient-centric care, and the changing nature of innovations in clinical practice. Builds on the conceptual framework and medical literature review in PA 609 Master Project I with experiences focused on data collection and interpretation. Part two of a three-part course series focusing on data analysis, creation of an annotated bibliography, and reflection on the project design based on their discoveries. The culminating Capstone Masters Project (PA 639) requires scholarly inquiry and presentation of findings specific to a relevant medical issue that aligns with one of the high priority topics in the National Physician Assistant Research Agenda and/or National Institute of Health (NIH-Wide Strategic Plan). Course delivery methods for teaching and learning include weekly discussions, reading assignments, and project related assignments.

PA 627 - Art of Care II (1.5)

Synthesizes clinical experiences through a seminar, debrief approach. Provides opportunities to discuss the actions and thought processes involved in particular patient care situations, encourages reflection on those actions and thought processes, and incorporates improvement plans for future performance. Assists with the national certification preparation, state license processes, and employment navigation. Course delivery methods for teaching and learning include guided discussion forums, presentations, and a variety of active learning class activities.

PA 630 - Clinical Experience - Surgery (4.5)

Provides clinical experiences in the area of medicine that deals with the manual and operative procedures for the correction of deformities, injuries, and disease. The surgery rotation must include a component of inpatient surgical management, pre-operative, intra-operative, and post-operative care. Many surgical techniques are experienced. Suturing, anesthesia, major and minor surgery specific to various body regions are taught through experiences with patients. New innovations in laser therapy and laparoscopic techniques are evaluated. Included are pre- and postoperative evaluation and care of the patient. Surgical procedures, techniques, and instruments are explored. Course delivery

methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 633 - Clinical Experience - SCPE Elective (4.5)

Provides clinical experiences in a specific area of interest. Areas of interest are chosen from a variety of specialties or subspecialties. The elective rotation provides opportunities to recognize conditions treatable by a specialist for an enhanced ability to refer patients appropriately and/or work in a supportive role with a specialist. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 636 - Clinical Experience - Advanced Topics (3)

Provides clinical experience discussion of practice-ready, current healthcare topics germane to the most recent patient-centric diagnostic and treatment advances and innovations. Focuses on approaches to enhance and improve patient care. Course delivery methods for teaching and learning include presentations and group activities.

PA 639 - Capstone Masters Project (1.5)

Explores experiences with the practical application of the research process in support of evidence-based medicine, patient-centric care, and the changing nature of innovations in clinical practice. Brings the PA 609 Masters Project I and PA 624 Masters Project II assignments to the culminating Capstone Masters Project. Presentations of the findings are expected in written and verbal formats as a demonstration of a professional perspective of a relevant medical issue. Emphasis is on communication competence with clinical reasoning and problem-solving related to the role of the Physician Assistant. Includes project presentation to the medical and academic communities during the PA Showcase. Course delivery methods for teaching and learning include group discussions, viewing recorded content, and faculty advisement / feedback.

PA 642 - Art of Care III (1.5)

Evaluates clinical experiences through a seminar, debrief approach. Provides opportunities to discuss the actions and thought processes involved in particular patient care situations, encourages reflection on those actions and thought processes, and incorporates improvement plans for future performance. Assists with the national certification preparation, state license processes, and employment navigation. Course delivery methods for teaching and learning include guided discussion forums, presentations, and a variety of active learning class activities.

PA 660 - Advanced Clinical Seminar I (1.5)

Illustrates current clinical practice guidelines in preparation for PA professional practice relevant to substance use disorders, personal wellness and recognizing and preventing clinician impairment and burnout, social determinants of health, and the business of medicine. Ethical principles, patient advocacy, billing and coding, risk management, and best practices related to addressing social determinants of health are also covered. Course delivery methods for teaching and learning include certification modules, team-based discussion boards, and presentations.

PA 662 - Family Medicine Supervised Clinical Practice (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of family medicine. The emphasis is on providing primary care to patients throughout the lifespan, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the family medicine practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PS 664 - Certification Preparation I (1.5)

Demonstrates continuous practice and preparation for the Physician Assistant National Certification Examination (PANCE). Assists with national certification preparation and PA Professional topics. Course

delivery methods for teaching and learning include guided question practice, discussion forums, and certification, licensure, and professional practice preparation assignments.

PA 668 - Internal Medicine Supervised Clinical Practice (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of internal medicine. The emphasis is on providing care to adult and elderly patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the internal medicine practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 670 - Advanced Clinical Seminar II (1.5)

Illustrates current clinical practice guidelines in preparation for PA professional practice relevant to violence identification and prevention, personal wellness, and recognizing and preventing clinician impairment and burnout, patient advocacy and practice-based improvement. Ethical principles, patient advocacy, billing and coding, risk management, and best practices related to addressing child abuse, intimate partner violence, elder abuse, and human trafficking are also covered. Course delivery methods for teaching and learning include certification modules, team-based discussion boards, and presentations.

PA 672 - Pediatric Supervised Clinical Practice (4)

Provides direct patient care clinical experiences specific to the practice of pediatric medicine. The emphasis is on providing primary care to infant, child, and adolescent patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the pediatric medicine practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 674 - Certification Preparation II (1.5)

Demonstrates continuous practice and preparation for the Physician Assistant National Certification Examination (PANCE). Assists with national certification preparation and PA Professional topics. Course delivery methods for teaching and learning include guided question practice, discussion forums, and certification, licensure, and professional practice preparation assignments.

PA 678 - Women's Health Supervised Clinical Practice (4)

Provides direct patient care clinical experiences specific to the practice of women's health medicine. The emphasis is on providing prenatal and gynecological care to adolescent, adult, and elderly patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the women's health care practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 680 - Advanced Clinical Seminar III with Clinical Immersion (2)

Illustrates current clinical practice guidelines in preparation for PA professional practice relevant to death, dying, and loss, hospice and palliative care, personal wellness, and recognizing and preventing clinician impairment and burnout, and quality improvement. Ethical principles, patient advocacy, billing and coding, risk management, and best practices related to hospice and palliative care are also covered. The course also includes the program's on-campus summative evaluations. Course delivery methods for teaching and learning include certification modules, team-based discussion boards, and presentations.

PA 682 - Behavioral Medicine Supervised Clinical Practice (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of behavioral medicine/psychiatry. The emphasis is on providing care to patients,

including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the behavioral medicine/psychiatry practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 684 - Certification Preparation III (1.5)

Demonstrates continuous practice and preparation for the Physician Assistant National Certification Examination (PANCE). Assists with national certification preparation and PA Professional topics. Course delivery methods for teaching and learning include guided question practice, discussion forums, and certification, licensure, and professional practice preparation assignments.

PA 686 - Surgery Supervised Clinical Practice (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of surgical medicine. The emphasis is on providing perioperative care to patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the surgical medicine practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 688 - Emergency Medicine Supervised Clinical Practice (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of emergency medicine. The emphasis is on providing care to patients throughout the lifespan, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the emergency department practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 690E - Supervised Clinical Practice Experience Elective I (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to an elective medical practice area. The emphasis is on providing care to patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the specific elective practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 692E - Supervised Clinical Practice Experience Elective II (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to an elective medical practice area. The emphasis is on providing care to patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the specific elective practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 694E - Supervised Clinical Practice Elective III - Virtual Health (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to an elective virtual health practice area. The emphasis is on providing care to patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the specific virtual health elective practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PATH - PATHOPHYSIOLOGY

PATH 370 - Pathophysiology (3)

Provides a comprehensive approach to diseases based on physiological concepts. Students will learn to differentiate acute versus chronic compensatory mechanisms in response to disturbances of homeostasis in major body systems, and both physical and chemical stressors.

Prerequisite: ANAT 260, PHYS 261, CHEM 280, and MICR 290, or the equivalent. Offered: 45.

PH - PUBLIC HEALTH

PH 100 - Introduction to Public Health (3)

This course introduces students to the Public Health field, focusing on concepts and practices applied domestically and abroad. The course will provide learners insight into the importance of disease prevention and health promotion and sustainable population-based health care methods. Additionally, essential public services and emergency management will be addressed.

PH 200 - Software Applications (3)

This course offers an overview and application of a variety of software tools used in the field of public health. Students will be offered practical experience in using these applications to present the history, philosophy, core values, concepts, and functions across the globe and in society of public health as well as present the basic concepts, methods, and tools of public health data collection, use, and analysis.

PH 300 - Public Health Cultural Competency (3)

This course examines issues of human diversity in relation to race, ethnicity, culture, nationality, religion, sexual orientation, gender identity, and ability and their relationship to health disparities. Students will explore approaches to cultural competency in addressing health disparities with a focus on assessment of cultural factors that influence the population's use of the healthcare system, identifying areas of potential conflict between the population and health professionals, and the use of knowledge to create culturally competent public health programs and interventions.

PH 310 - Health Policy and Management (3)

This is an introductory course designed to familiarize students to the structures, systems, and policies of health care delivered worldwide. Students will increase their knowledge and skills to analyze health care issues in relation to the characteristics and organizational structures of the US health system, as well as legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government.

PH 320 - Social Determinants of Health (3)

The aim of this course is to introduce students to core concepts of social determinants and provide an overview of how they influence the health of individuals, communities, and populations. Students will also assess how they impact human health and contribute to disparities over a life course.

PH 330 - Nutrition (3)

The aim of this course is to introduce students to the field of nutritional health science and the connection to effective commitment and promotion of public health. Students will evaluate the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.

PH 340 - Health Promotion/Health Psychology and Human Behavior (3)

This course analyzes concepts in health-related motivation and behavior in relation to psychological, social, ecological, and economic theories and how they impact and contribute to health disparities. Students will be offered practical experience on the application of behavioral and behavior change theory, and features of project implementation, in designing health education and promotion programs and interventions.

PH 400 - Public Health Communication (3)

This course provides practical experience in a variety of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

PH 410 - Professional Writing in Public Health (3)

This course provides practical experience in a variety of public health-specific professional writing, including grant-writing, scientific writing, and communications with public health professionals.

PH 420 - Environmental Health (3)

The aim of this course is to introduce students to the field of environmental health and the connection to effective commitment and promotion of public health. Students will evaluate the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.

PH 430 - Planning Public Health Programs (3)

Students will be offered practical experience on the application of the features of project implementation in designing health education and promotion programs and interventions. Additionally, students will be offered practical experience in relation to the methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice and project implementation.

PH 440 - Biostatistics (3)

This introductory course is designed to familiarize students with the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.

PH 450 - Capstone (3)

The capstone course is a method for summative evaluation of student in the public health program. A final project will serve as the culminating in-depth experience where students will be provided the opportunity to integrate all their learning from their academic career in a comprehensive manner. Students will complete a final oral and written research based project which extensively addresses a public health issue and proposes a reasonable and detailed solution.

PH 500 - Foundations of Public Health (3)

This course establishes fundamental concepts, principles, and strategies used to promote the health of diverse populations. The course introduces and investigates the history, critical issues, function, and context of public health, community health and health systems, and specialized careers in the field.

Offered: 45.

PH 510 - Health Promotion and Social & Behavioral Health Sciences (4)

This course provides a framework of the social and behavioral aspects of public health and the application in health promotional programs. It examines the complex web of factors influencing

behavior, comparing and contrasting the relationships between behavior and health issues in the community, school, workplace, global and high risk populations.

Offered: 60.

PH 511 - Health Promotion and Social & Behavioral Health Sciences (3)

This course provides a framework of the social and behavioral aspects of public health and the application in health promotional programs. It examines the complex web of factors influencing behavior, comparing and contrasting the relationships between behavior and health issues in the community, school, workplace, global and high risk populations.

PH 515 - Cultural Diversity & Health Disparities in Public Health (3)

This course will define culture, discover the intersection of culture with health concerns, identify global and domestic efforts beneficial to understanding the cultural processes, investigate research methods useful in identifying relationships contrasting culture and health. It will also examine three major health concerns associated with cultural factors and their implications; HIV/AIDS, youth violence, and obesity.

Offered: 45.

PH 520 - Biostatistics (4)

An introduction to applied biostatistics within the public health domain, investigating fundamental methods and concepts of biostatistics along with collection of the basic tools required to present, analyze, and summarize data within the multi-faceted area of public health.

Offered: 60.

PH 521 - Biostatistics (3)

An introduction to applied biostatistics within the public health domain, investigating fundamental methods and concepts of biostatistics along with collection of the basic tools required to present, analyze, and summarize data within the multi-faceted area of public health.

PH 525 - Development and Evaluation of Health Education Programs (3)

This course is designed to present methods of the identification of population-based needs and the fundamentals needed to plan and evaluation public health education and promotion programs. The course integrates various skills and knowledge areas including: needs assessment, behavioral and educational assessment, and process, impact, and outcome assessment methods.

PH 535 - Environmental and Occupational Health (3)

Investigates the multidisciplinary field of environmental and occupational public health, and examines an array of environmental risks and circumstances, their interplay with human health and well-being, and their relevance to the effective assurance and promotion of public health. Home, workplace, community, regional, and global concerns are explored, with special emphasis on environmental health concerns related to economic, social, and other indicators of health.

Offered: 60.

PH 536 - Environmental and Occupational Health (3)

Investigates the multidisciplinary field of environmental and occupational public health, and examines an array of environmental risks and circumstances, their interplay with human health and well-being, and their relevance to the effective assurance and promotion of public health. Home, workplace, community, regional, and global concerns are explored, with special emphasis on environmental health concerns related to economic, social, and other indicators of health.

PH 540 - Special Topics in Epidemiology (3)

This course is designed to provide students with the understanding and training in the methods and topics specific to the discipline of epidemiology. Students will learn about and how to apply important and commonly used statistical methods in epidemiology. Topics will include: infectious disease epidemiology, chronic disease epidemiology, social epidemiology, and environmental epidemiology.

PH 545 - Leadership Principles and Policies in Public Health (3)

An exploration of leadership basics, styles and practices, interfaces management and leadership, investigates systems and complexity perspectives, and identifies the five levels of effective leadership within the public health system. Leadership roles in the formation of public policies and laws designed to protect and promote healthy practices across all populations will also be addressed.

Offered: 60.

PH 546 - Leadership Principles and Policies in Public Health (3)

An exploration of leadership basics, styles and practices, interfaces management and leadership, investigates systems and complexity perspectives, and identifies the five levels of effective leadership within the public health system. Leadership roles in the formation of public policies and laws designed to protect and promote healthy practices across all populations will also be addressed.

PH 550 - Global Family Health (4)

This course dissects historical and modern day family health issues, and the policies designed to improve the health, well-being, and quality of life for human beings throughout the world. Contemporary and critical global health concerns, including infectious diseases, nutrition, healthcare, environmental health changes, and health equalities, will be addressed.

Offered: 60.

PH 551 - Global Family Health (3)

This course dissects historical and modern day family health issues, and the policies designed to improve the health, well-being, and quality of life for human beings throughout the world. Contemporary and critical global health concerns, including infectious diseases, nutrition, healthcare, environmental health changes, and health equalities, will be addressed.

PH 560 - Infectious Diseases - Applied Practical Experience (3)

This course fulfills the required Applied Practical Experience (APE) component of any Council on Education for Public Health (CEPH)- accredited MPH program, via two signature assignments. These assignments require all students to: (1) contact an organization, (2) identify an infectious disease public health problem, relevant to the course, that the student can help them with, and (3) create a project to help the organization address this infectious disease public health problem.

Offered: 45.

PH 565 - Public Health Capstone (4)

This course helps students develop the skills needed to create an individual strategic program including planning and evaluation within a public health care setting. Hands-on activities will involve designing and presenting research and evaluation methods, use of federal funding standards along with problem solving tools applying field research methods. Each student will participate in an in-depth case-based project derived from public health settings within their academic and professional specialization, applying and integrating the knowledge and skills acquired throughout the program to further develop key professional competencies. The Capstone Experience provides the opportunity to demonstrate mastery of knowledge gained within the program.

Offered: 60.

PH 566 - Integrated Learning Experience (3)

This course fulfills the required Integrated Learning Experience (ILE) component of any Council on Education for Public Health (CEPH)-accredited MPH program. Students are required to utilize their knowledge gained from previous MPH coursework and a review of evidence-based literature to create a high-quality, written document that addresses a hypothetical, local public health problem with an intervention that requires funding (e.g., a grant proposal). The document provides students with the opportunity to demonstrate mastery and integration of at least three CEPH competencies. Students also create a social media profile that reflects and appropriately frames their professional and personal experience.

PHAR - PHARMACY - GROUND**PHAR 501 - Co-Curricular Experience I (0)**

The co-curriculum course engages the students in activities that complement the academic learning experience. The School of Pharmacy requires all graduates to develop attributes that support professional development, leadership, and innovation/entrepreneurship. Activities may include but are not limited to community outreach, advocacy for the profession, and service learning.

Offered: 0.

PHAR 502 - Co-Curricular Experience II (0)

The co-curriculum course engages the students in activities that complement the academic learning experience. The School of Pharmacy requires all graduates to develop attributes that support professional development, leadership, and innovation/entrepreneurship. Activities may include but are not limited to community outreach, advocacy for the profession, and service learning.

Prerequisite: PHAR 501. Offered: 0.

PHAR 503 - Co-Curricular Experience III (0)

The co-curriculum course engages the students in activities that complement the academic learning experience. The School of Pharmacy requires all graduates to develop attributes that support professional development, leadership, self-awareness, and innovation/entrepreneurship. Activities may include but are not limited to community outreach, advocacy for the profession, and service learning.

Prerequisite: PHAR 502. Offered: 0.

PHAR 601L - Longitudinal Skills Lab I (1)

This course is the first in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated way. Longitudinal Skills Lab I provides a hands-on introduction to non-sterile compounding with an emphasis on extemporaneous preparation of solid, semi-solid, and liquid dosage forms. Pharmaceutical calculations are practiced, and students start to develop patient consultation skills pertaining to prescription and over the counter therapeutics, demonstrate immunization techniques and vital signs assessment.

Prerequisite: PHAR 635. Corequisite: PHAR 635, 639, 641.

PHAR 602L - Longitudinal Skills Lab II (1)

This course is the second in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. Longitudinal Skills Lab II provides students with a hands-on introduction to aseptic techniques. Patient counseling and interviewing skills pertaining to prescription, over the counter therapeutics, and tobacco cessation

are practiced and further developed to enhance clinical skills. Longitudinal Skills Lab II also emphasizes critique and evaluation of scientific papers.

Prerequisite: PHAR 601L. Corequisite: PHAR 636.

PHAR 635 - Pharmaceutics I (3)

This course introduces the principles and technologies applied in the preparation of various pharmaceutical dosage forms. It entails the application of physical and chemical characteristics of active ingredients and excipients to the design, development, formulation, stabilization, and quality control of pharmaceutical dosage forms. This course also presents the compendial methods of evaluation of different dosage forms. Regulations and standards governing manufacturing of pharmaceuticals are also introduced in this course.

Corequisite: PHAR 601L. Offered: 4.

PHAR 636 - Pharmaceutics II (3)

This course builds on the foundation established in Pharmaceutics I. It addresses biological and physiochemical factors that influence drug absorption, distribution, metabolism, and excretion. Other topics include principles of bioavailability and bioequivalence, sterile product compounding and calculations as well as novel drug delivery systems.

Prerequisite: PHAR 635. Corequisite: PHAR 602L. Offered: 79.

PHAR 637 - Biosystems I (4)

This course examines the hierarchies that define the structure and function of the human body. Fundamental concepts of anatomy, physiology, biochemistry and cell biology are discussed. An overview of storage and transfer of cellular information is also provided. Throughout the course, there is an emphasis on integration of physical, chemical, and biological concepts that serve as the foundation for pharmacological and pathophysiological principles considered later in the curriculum.

Offered: 4 Semester Credits.

PHAR 638 - Biosystems II (4)

This course builds on the foundation established in Biosystems I. A strong emphasis is placed on cellular metabolism, maintenance of cellular homeostasis, and the interplay between host-defense and pathogenic agents. The role that ontogenesis plays in defining the structural and functional features of the adult organism is also discussed. Throughout the course there is a strong emphasis on integration of physical, chemical and biological concepts that serve as the foundation for pharmacological and pathophysiological principles considered later in the curriculum.

Prerequisite: PHAR 637. Offered: 45.

PHAR 639 - Pharmacy Practice Foundations I (5)

This course introduces basic principles of community pharmacy practice, foundation of self-care therapeutics, cultural competence and patient-centered care. Basic concepts of law, ethics, Medicare Part D, and patient assessment skills are introduced to develop a foundation for students before entering Introductory Pharmacy Practice Experiences (IPPEs). Students complete the APhA Pharmacy-Based Immunization Program. Finally, students are introduced to the theories and principles of interpersonal communication in health care.

Prerequisite: PHAR 601L. Offered: 45.

PHAR 640 - Pharmacy Practice Foundations II (4)

This course continues to build on self-care therapeutics concepts introduced in Pharmacy Practice Foundations I, including vitamins, supplements, and tobacco cessation treatment. Students learn to distinguish signs and symptoms of common self-treatable diseases from exclusions that require referral to higher levels of healthcare. It reviews pharmacological and non-pharmacological preventive

measures and treatments of these conditions in depth. This course presents strategies for engaging in effective communication and utilization of motivational interviewing with patients. Students also engage with other healthcare professions such as Occupational Therapy and Physical Therapy to develop interprofessional values, ethics, roles and responsibilities, teamwork, and communication skills.

Prerequisite: PHAR 639. Corequisite: PHAR 602L. Offered: 45.

PHAR 641 - Evidence Based Practice (3)

This course provides students with a foundation in the fundamental principles of evidence-based practice, drug literature evaluation, clinical-research design and methodology, ethical principles guiding clinical research, basic statistical methods, and data analysis. Students are introduced to commonly utilized drug information resources that are available both in print and in electronic format. The knowledge gained lays the foundation for students to critique study design, interpret study results, evaluate study conclusions and appraise primary literature.

PHAR 642 - Principles of Drug Action (4)

This course provides students with the scientific knowledge base pertaining to molecular mechanism of drug action. This includes conceptual understanding of the physicochemical properties of drug molecules, structure activity relationships, drug metabolism and response, receptor theory, drug-receptor interactions, principles of drug toxicity, and drug-drug interaction. Students are also introduced to the autonomic nervous system, medicinal chemistry and pharmacology of autonomic drugs in order to provide a foundation for understanding patient-centered therapeutic approaches.

Prerequisite: PHAR 637. Offered: 45.

PHAR 699A - IPPE I- Community Practice (3)

This course series introduces practical aspects of community pharmacy practice. Topics include, but not limited to: interpreting and evaluating patient information and prescription orders, patient interviewing/information gathering, prescription processing and preparation/filling of both extemporaneous compounds and proprietary medications, patient consultation and education, inventory control and management, pharmacy operations and management, compliance with regulatory requirements (State Board of Pharmacy, DEA, etc.), communication with pharmacy personnel as well as insurance companies (third party billing, Prior Authorizations etc.) and physician offices, triaging and assessing patients seeking self-care therapy, performing calculations related to prescription compounds and medication dosing based on established dosing guidelines, documentation of patient interventions and Medication Therapy Management, responding to drug information inquiries, and providing immunizations. This element of the series focuses on internship experiences.

Prerequisite: None. Offered: 135.

PHAR 699B - Experiential Reflection and Professional Development I (0)

This course series introduces practical aspects of community pharmacy practice. Topics include, but not limited to: interpreting and evaluating patient information and prescription orders, patient interviewing/information gathering, prescription processing and preparation/filling of both extemporaneous compounds and proprietary medications, patient consultation and education, inventory control and management, pharmacy operations and management, compliance with regulatory requirements (State Board of Pharmacy, DEA, etc.), communication with pharmacy personnel as well as insurance companies (third party billing, Prior Authorizations etc.) and physician offices, triaging and assessing patients seeking self-care therapy, performing calculations related to prescription compounds and medication dosing based on established dosing guidelines, documentation of patient interventions and Medication Therapy Management, responding to drug information inquiries, and providing immunizations. This element of the series focuses on preparation and professional development.

Prerequisite: None. Offered: 135.

PHAR 699C - Experiential Reflection and Professional Development II (0)

This course series introduces practical aspects of community pharmacy practice. Topics include, but not limited to: interpreting and evaluating patient information and prescription orders, patient interviewing/information gathering, prescription processing and preparation/filling of both extemporaneous compounds and proprietary medications, patient consultation and education, inventory control and management, pharmacy operations and management, compliance with regulatory requirements (State Board of Pharmacy, DEA, etc.), communication with pharmacy personnel as well as insurance companies (third party billing, Prior Authorizations etc.) and physician offices, triaging and assessing patients seeking self-care therapy, performing calculations related to prescription compounds and medication dosing based on established dosing guidelines, documentation of patient interventions and Medication Therapy Management, responding to drug information inquiries, and providing immunizations. This element of the series focuses on reflection and professional development.

Prerequisite: None. Offered: 135.

PHAR 701L - Longitudinal Skills Lab III (1)

This course is the third in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. Students will apply their knowledge of pharmacotherapy through the use of clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Additional opportunities to practice and reinforce skills to an intermediary level such as patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature, are provided to augment the clinical skills needed for management of various disorders.

Prerequisite: PHAR 602L. Corequisite: PHAR 735, PHAR 737.

PHAR 702L - Longitudinal Skills Lab IV (1)

This course is the fourth in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. Students apply their knowledge of pharmacotherapy to clinical scenarios based on disease states covered in IPC courses. Additional opportunities to practice and demonstrate skills addressed in prior Skills Labs, such as patient assessments, calculations, patient counseling, use of point of care devices, and literature evaluation activities are provided to further increase clinical skills vital in the management of various disorders.

Prerequisite: PHAR 701L. Corequisite: PHAR 740, PHAR 742, PHAR 744.

PHAR 735 - IPC Cardiopulmonary and Renal I (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with fluid, electrolyte, and renal disorders. The course introduces the pathophysiology of these conditions, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patient, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 638, PHAR 640, PHAR 642. Corequisite: PHAR 701L. Offered: 45.

PHAR 736 - U.S. Healthcare and Public Health (3)

This course aims to provide students with an overview of healthcare and public health in the United States. Topics include care delivery, policy, financing, and the workforce. The course introduces the

role of pharmacists in the health care system, such as the pharmaceutical industry, pharmacy benefit management, and government. Core areas of public health are discussed including epidemiology, determinants of health, and principles of health promotion and disease prevention as they apply to patient care and role of pharmacists. Students compare and contrast micro versus macro levels of public health and identify individual and population-based interventions that impact diverse patients and populations.

Offered: 30.

PHAR 737 - IPC Cardiopulmonary and Renal II (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with respiratory and cardiovascular diseases. The course introduces the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of the patient, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 638, PHAR 640, PHAR 642. Corequisite: PHAR 701L. Offered: 60.

PHAR 738 - Pharmacogenomics and Biotechnology (2)

This course is designed to introduce the theory and practice of pharmacogenomics and biotechnology. The genetic basis of variability in drug response can contribute to drug efficacy and toxicity, adverse drug reactions, and drug-drug interactions. The rationale for biotechnology-driven products and the main methods used to deliver and target biological drugs are discussed in this course as well as important concepts associated with biotechnology product handling, storage, and administration.

Offered: 30.

PHAR 739 - Pharmacokinetics (4)

This course focuses on pharmacokinetic principles and their application to individualized drug therapy. This course begins by discussing the physiological and mathematical principles of pharmacokinetics and the relationship between pharmacokinetics and pharmacodynamics. The course also emphasizes the application of pharmacokinetics to clinically relevant problems.

Prerequisite: PHAR 635, PHAR 636. Offered: 75.

PHAR 740 - IPC Cardiopulmonary and Renal III (3)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with advanced cardiovascular diseases. The course expands on the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 735, PHAR 737. Corequisite: PHAR 702L. Offered: 120.

PHAR 741 - Institutional Pharmacy Practice (3)

This course introduces administrative, clinical, and distributive functions of a pharmacist in an institutional setting and examines the selection and use of technology for organizing, analyzing and

managing information in health care settings and the role regulatory bodies in regard to patient safety. Students are also introduced to management and leadership concepts as they relate to institutional pharmacy practice. The role of pharmacists in implementation, maintenance and use of informatics in the hospital setting (e.g. Computerized Prescriber Order Entry, Barcode Medication Administration, and Electronic Health Record) to improve patient safety as well as benefits and current constraints of these systems are explored.

Offered: 45.

PHAR 742 - IPC Endocrine (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with endocrine diseases. The course expands on the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 735, PHAR 737. Corequisite: PHAR 702L. Offered: 60.

PHAR 744 - IPC GI Nutrition (3)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with gastrointestinal disorders and nutritional needs. The course expands on the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 735, PHAR 737. Corequisite: PHAR 702L. Offered: 60.

PHAR 798A, B and C - Interprofessional Education (Simulation) I (1)

This course series provides students with interprofessional experiences including but not limited to utilizing simulated patient cases, high fidelity mannequins and/or standardized patients. Students apply their knowledge and skills while engaging with peers in other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on interprofessional experiences to learn about, from and with other healthcare professionals.

Prerequisite: None. Offered: 45.

PHAR 798B - IPE Competencies I (0)

This course series provides students with interprofessional experiences including but not limited to utilizing simulated patient cases, high fidelity mannequins and/or standardized patients. Students apply their knowledge and skills while engaging with peers in other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on preparation and development of interprofessional competencies.

Offered: 45.

PHAR 798C - IPE Competencies II (0)

This course series provides students with interprofessional experiences including but not limited to utilizing simulated patient cases, high fidelity mannequins and/or standardized patients. Students apply their knowledge and skills while engaging with peers in other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on reflection and development of interprofessional competencies.

Prerequisite: None. Offered: 45.

PHAR 799A - IPPE II - Institutional Practice (3)

This course series introduces practical aspects of institutional pharmacy practice. Topics include, but not limited to: intravenous admixture and preparation, medication procurement approach and strategy, medication distribution systems starting from the pharmacy department to the point of administration to the patient, safeguards to ensure safe and effective medication administration, the pharmacist's role in integrating clinical monitoring of drug therapy with distributive functions, the role of organizations such as Joint Commission and regulatory agencies such as State Board of Pharmacy in assuring high quality of care, functions of the Pharmacy and Therapeutics Committee, systems and IT infrastructure impacting the practice of Pharmacy (e.g. Electronic Medical Record, Computerized Prescriber Order Entry, automated dispensing systems). This element of the series focuses on internship experiences.

Offered: 135.

PHAR 799B - Experiential Reflection and Professional Development III (0)

This course series introduces practical aspects of institutional pharmacy practice. Topics include, but not limited to: intravenous admixture and preparation, medication procurement approach and strategy, medication distribution systems starting from the pharmacy department to the point of administration to the patient, safeguards to ensure safe and effective medication administration, the pharmacist's role in integrating clinical monitoring of drug therapy with distributive functions, the role of organizations such as Joint Commission and regulatory agencies such as State Board of Pharmacy in assuring high quality of care, functions of the Pharmacy and Therapeutics Committee, systems and IT infrastructure impacting the practice of Pharmacy (e.g. Electronic Medical Record, Computerized Prescriber Order Entry, automated dispensing systems). This element of the series focuses on preparation and professional development.

Prerequisite: None. Offered: 135.

PHAR 799C - Experiential Reflection and Professional Development IV (0)

This course series introduces practical aspects of institutional pharmacy practice. Topics include, but not limited to: intravenous admixture and preparation, medication procurement approach and strategy, medication distribution systems starting from the pharmacy department to the point of administration to the patient, safeguards to ensure safe and effective medication administration, the pharmacist's role in integrating clinical monitoring of drug therapy with distributive functions, the role of organizations such as Joint Commission and regulatory agencies such as State Board of Pharmacy in assuring high quality of care, functions of the Pharmacy and Therapeutics Committee, systems and IT infrastructure impacting the practice of Pharmacy (e.g. Electronic Medical Record, Computerized Prescriber Order Entry, automated dispensing systems). This element of the series focuses on reflection and professional development.

Prerequisite: None. Offered: 135.

PHAR 801L - Longitudinal Skills Lab V (1)

This course is the fifth in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. Students apply their knowledge

of pharmacotherapy to clinical scenarios based on disease states covered in IPC courses. Additional opportunities to practice and demonstrate skills addressed in prior Skills Labs, such as patient assessments, calculations, patient counseling, use of point of care devices, and literature evaluation activities are provided to further increase clinical skills vital in the management of various disorders.

Prerequisite: PHAR 702L. Corequisite: PHAR 835, PHAR 837, PHAR 839.

PHAR 802L - Capstone Skills Lab (2)

This course is the final in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. This lab builds on skills developed in previous didactic courses and other Skills Labs in order to optimize individual performance going into the Advanced Pharmacy Practice Experiences.

Prerequisite: PHAR 801L. Corequisite: PHAR 840, PHAR 842. Offered: 90.

PHAR 835 - IPC Neurology/Psychiatry (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with neurologic and psychiatric disorders. The course expands on the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 740, PHAR 742, PHAR 744. Corequisite: PHAR 801L. Offered: 63.

PHAR 836 - Pharmoeconomics & Outcomes Science (2)

This course studies the economic outcomes associated with the use of pharmaceutical services and products. The ultimate goal is for students to be better equipped to make informed decisions that result in better outcomes and quality of life for the patient.

Offered: 50.

PHAR 837 - IPC Infectious Diseases I (3)

This course applies concepts of microbiology, anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, spectrum relationship and pharmacotherapy in a sequential and integrative manner to manage patients with bacterial infections. The course introduces the pathophysiology of these conditions, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patient, monitoring and epidemiology disease as well as treatment and preventive measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 740, PHAR 742, PHAR 744. Corequisite: PHAR 801L. Offered: 120.

PHAR 838 - Pharmacy Law & Ethics (2)

This course advances knowledge and application of the provisions of State and Federal laws and regulations pertaining to pharmacy practice, licensure, controlled substances, legal liabilities, laws and regulations of other health care providers.

Corequisite: None. Offered: 60.

PHAR 839 - IPC Infectious Diseases II (3)

This course applies concepts of microbiology, anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, spectrum relationship and pharmacotherapy in a sequential and integrative manner to manage patients with viral, fungal, parasitic infectious diseases and bacterial infectious diseases. The course introduces the pathophysiology of these conditions, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The epidemiology of diseases, clinical presentations, courses of illness, assessment of patients, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacologic and non-pharmacologic approaches is reviewed. This enables students to relate the knowledge from both basic sciences and clinical sciences and to develop rational therapeutic recommendations to various healthcare providers and patients.

Prerequisite: PHAR 740, PHAR 742, PHAR 744. Corequisite: PHAR 801L. Offered: 120.

PHAR 840 - IPC Immunologic Conditions and Special Populations (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with autoimmune disorders, dermatological disorders, and joint disorders, glaucoma, obesity, cystic fibrosis, and solid organ transplant. In addition, topics related to pediatrics, geriatrics, critical care, men's health, and toxicology are reviewed. The course introduces the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of the patient, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 835, PHAR 837, PHAR 839. Corequisite: PHAR 802L. Offered: 50.

PHAR 841 - Pharmacy Practice Management (2)

This course introduces the theoretical and practical application of leadership and managerial concepts. Topics include organizational behavior concepts, theories of motivation, styles of leadership, strategies used to design and manage operations, performance measurement, accounting, finances, and the healthcare supply chain.

Offered: 45.

PHAR 842 - IPC Hematology/Oncology (4)

This course applies concepts of anatomy, physiology, cancer biology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with hematologic and/or oncologic disorders. The course introduces the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of the patient, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 835, PHAR 837, PHAR 839. Corequisite: PHAR 802L. Offered: 75.

PHAR 898A - Interprofessional Education (Simulation) II (1)

This course series builds upon concepts presented in IPE I and provides students advanced interprofessional education utilizing simulated patient cases, high fidelity mannequins and/or

standardized patients in an interprofessional environment. Pharmacy students apply their knowledge and skills while engaging with peers in the other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on interprofessional experiences to learn about, from and with other healthcare professionals.

Prerequisite: PHAR 798. Offered: 45.

PHAR 898B - IPE Competencies III (0)

This course series builds upon concepts presented in IPE I and provides students advanced interprofessional education utilizing simulated patient cases, high fidelity mannequins and/or standardized patients in an interprofessional environment. Pharmacy students apply their knowledge and skills while engaging with peers in the other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on preparation and development of interprofessional competencies.

Prerequisite: None. Offered: 45.

PHAR 898C - IPE Competencies IV (0)

This course series builds upon concepts presented in IPE I and provides students advanced interprofessional education utilizing classroom and simulated patient cases, high fidelity mannequins and/or standardized patients in an interprofessional environment. Pharmacy students apply their knowledge and skills while engaging with peers in the other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on reflection and development of interprofessional competencies.

Prerequisite: None. Offered: 45.

PHAR 899A - IPPE III - Selective Elective (3)

This course series provides students the opportunity to experience a different practice setting than traditional community or institutional pharmacy. Students are given the opportunity to select one of the following practice settings: Home Infusion Pharmacy, Long Term Care Pharmacy, or Specialty Community Pharmacy. Practice activities may include, but are not limited to practice management, medication use and distribution systems, provision of specialized patient care, development and implementation of individualized care plans, clinical assessment, as well as patient and caregiver education to ensure successful patient outcomes. This element of the series focuses on internship experiences.

Prerequisite: None. Offered: 135.

PHAR 899B - Experiential Reflection and Professional Development V (0)

This course series provides students the opportunity to experience a different practice setting than traditional community or institutional pharmacy. Students are given the opportunity to select one of the following practice settings: Home Infusion Pharmacy, Long Term Care Pharmacy, or Specialty Community Pharmacy. Practice activities may include, but are not limited to practice management, medication use and distribution systems, provision of specialized patient care, development and implementation of individualized care plans, clinical assessment, as well as patient and caregiver education to ensure successful patient outcomes. This element of the series focuses on preparation and professional development.

Prerequisite: None. Offered: 135.

PHAR 899C - Experiential Reflection and Professional Development VI (0)

This course series provides students the opportunity to experience a different practice setting than traditional community or institutional pharmacy. Students are given the opportunity to select one of the following practice settings: Home Infusion Pharmacy, Long Term Care Pharmacy, or Specialty Community Pharmacy. Practice activities may include, but are not limited to practice management, medication use and distribution systems, provision of specialized patient care, development and implementation of individualized care plans, clinical assessment, as well as patient and caregiver education to ensure successful patient outcomes. This element of the series focuses on reflection and professional development.

Prerequisite: None. Offered: 135.

PHAR 900 - Professional Electives* (6)

Elective courses offer a range of options for students to learn and enhance their knowledge and skills in specialist areas of interest to pharmacy. Professional electives are PHAR 901-1, PHAR 901-2, PHAR 901-3, PHAR 902, PHAR 903, PHAR 904, PHAR 905, PHAR 910, PHAR 911, PHAR 915, PHAR 918, PHAR 924, PHAR 934, PHAR 935, PHAR 936, PHAR 937, PHAR 938, PHAR 939, PHAR 940.

PHAR 901 - Independent Research I (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Offered: 180.

PHAR 902 - Independent Research II (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Prerequisite: Successful completion of PHAR 901. Offered: 30.

PHAR 903 - Independent Research III (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Prerequisite: Successful completion of PHAR 902. Offered: 30.

PHAR 904 - Independent Research IV (1)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Prerequisite: Successful completion of PHAR 903. Offered: 30.

PHAR 905 - Physical Pharmacology (2)

Physical Pharmacology is a didactic course designed to utilize physical and mathematical models to gain a deeper understanding of selected physiological and pharmacological structures and functions. The course focuses on the use of unified concepts and models that offer simple descriptions of apparently complex systems.

Offered: 30.

PHAR 906 - Translational Medicine (2)

The overarching goal of biomedical research is to reduce the burden of human disease. The term bench-to-bedside is often used to describe the scientific path that is taken to develop new treatments. Transitional medicine is structured to provide students with experience of learning about cutting-edge areas in molecular medicine. Creating connections between scientific advances and clinical needs is a skill that pharmacists require to provide evidence-based, pharmaceutical care. The goal of this course is to engage students in discussions of topics in transitional medicine, improve critical thinking skills to execute evidence-based practice, and expose students to high-quality, clinical and transitional research. As we move toward accountable care where improvement in patient short- and long-term outcomes may dictate success and failure, leveraging modern research findings to accelerate improvement in patient outcomes will be critical.

Prerequisite: B- or better grade in PHARM 637 and PHARM 638 - Biosystem I and II or Approval of Course Coordinator. Offered: 25.

PHAR 907 - Drug Induced Disorders (1)

This class will provide students with a framework for understanding drug induced disorders encountered in clinical practice. The FDA process for adverse drug event reporting and safety measures will be discussed to build a foundation for understanding pre- and post-marketing surveillance. Central mechanisms of action for adverse drug events will then be discussed and system models of drug-induced disorders will be illustrated. With this knowledge in hand, students will develop a final project to present on the mechanism, diagnosis, management, and prevention of a specific drug-induced disorder. The final project will give students the opportunity to improve their research skills by evaluating primary literature while preparing for their projects. Presentation of the final project to class will also enable students to refine their public speaking skills.

Offered: 24.

PHAR 908 - Advanced Diabetes Care (2)

Advanced Diabetes Care is designed to increase student's knowledge in basic and complex medical and psychosocial aspects of diabetes. Students will be able to recognize blood glucose patterns and make appropriate recommendations for adjustment of medications as well as recommend optimal therapeutic management strategies for a patient with diabetes. This course does not restrict content to therapeutics alone but instead expands into other integral areas of diabetes care and management.

Offered: 90.

PHAR 909 - Nutrition Support (2)

This course will provide the student with an advanced understanding of specialized nutrition therapeutics. The course will build upon the nutrition knowledge students gained in IPC 5 and allow them to apply this knowledge to specific patient populations. We will explore nutrition support therapy in neonates and pediatrics, the critically ill patient, the home patient, and geriatrics. Student's skills in presenting nutrition information to professional colleagues and to the general public will be enhanced through journal club presentations and individual projects. Practical application of delivery of enteral and parenteral nutrition will be reviewed and the role of the pharmacist in nutrition support will be highlighted.

Prerequisite: PHAR 742. Offered: 30.

PHAR 910 - Advanced Topics in Oncology (2)

Targeted therapeutic approaches will be discussed within the context of modern understanding of cancer biology. The format is lectures followed by student discussion of journal club papers.

Prerequisite: Cumulative GPA of 3.0 in IPC courses with concurrent enrollment in PHAR 842. Offered: 90.

PHAR 911 - Street Drugs (2)

Street drug use is an unrelenting social epidemic. The pharmacist's role in addressing this epidemic extends well beyond prescription drugs. Pharmacists can help combat illicit drug use by playing a role in health promotion through public education. The course will begin with discussion of public health, social, legal, and ethical aspects of illicit drug use. An emphasis will be placed on the neurobiology, chemistry, and pharmacology of each drug class, as well as recognition of clinical presentation of toxicity and management. The course will also introduce students to common psycho-social outcomes and relevant legal ramifications.

Prerequisite: PHAR 835. Offered: 90.

PHAR 912 - Advanced Self-care (2)

This elective course builds on the foundational concepts of self-care. Students will apply the literature and their knowledge of non-prescription medications, dietary supplements, and natural products to patient self-care case vignette. The focus of the course is on medical conditions related to the gastrointestinal, respiratory, sensory (ophthalmic/otic/oral), integumentary and reproductive systems. Medical issues such as musculoskeletal pain, headaches, and injuries, as well as health maintenance and mental health will also be addressed.

Prerequisite: PHAR 639 and PHAR 640, Pharmacy Practice Foundation I and II. Offered: 90.

PHAR 913 - Advanced Geriatric (2)

This course provides students with the knowledge and skills necessary to offer comprehensive services related to geriatric care with application and advanced discussion of fundamental concepts in aging. The course will also provide the opportunity to explore issues related to drug therapy and to learn advanced skills in the pharmaceutical care to the elderly population in a variety of practice settings. The course will be taught using an on-site active learning, case-based discussion and lecture approach wherein students will integrate concepts involved in designing comprehensive medication management and counseling for geriatric patients.

Distribution: 1 Lecture, 1 Lab. Prerequisite: Completion of PHAR 623 with a grade of B- or better. . Offered: 90.

PHAR 914 - Clinical and Practical Elements of Infusion Therapy (1)

This course will provide the student with specialized components of infusion delivery systems and will build upon basic knowledge students gained in prior studies. We will explore numerous routes used to deliver IV infusions of antibiotics, parenteral nutrition, chemotherapy, and hydration to patients in the home setting. Students will gain a firm understanding of current products available to enhance the effectiveness of IV medication delivery, while maintaining sterility and improving efficiency for home health nurses and other caregivers. This course will also address the advantages and disadvantages associated with current therapy delivery systems. Emphasis will be placed on the rationale for each product used and the role of the pharmacist in product recommendations will be highlighted.

Offered: 15.

PHAR 915 - Advanced Topics in Medication Safety (1)

This elective course reviews the following areas of medication safety: Adverse Drug Reaction (ADR) monitoring and reporting, Medication Use Evaluations (MUE), Risk Evaluation and Mitigation Strategies (REMS), and the 11 components of a Medication Error Reduction Plan (MERP). The student will prepare a report that can be presented to a hospital's Pharmacy & Therapeutics Committee.

Prerequisite: PHAR 741 - Institutional Pharmacy Practice. Offered: 15.

PHAR 916 - Critical Care Pharmacotherapy (2)

This elective course in "Critical Care" introduces students to the efficacy, safety, and comparative value of drug therapy in the management of critically ill patients. Knowledge of physiology, pharmacology, toxicology, and therapeutic management is applied to disease states and conditions commonly seen but specific to critically ill patients. The approach to course delivery will emphasize team based learning, which promotes group collaboration and integration of critical care knowledge and concepts while maintaining individual accountability for the material and concepts.

Offered: 30.

PHAR 917 - Innovations in Community Practice: Point-of-Care Testing (1)

This elective course is intended to help pharmacy students earn a point-of-care (POC) testing certificate, offered by the National Association of Chain Drug Stores. In this course, students will learn how to perform four types of specimen collection (oral swab, nasal swab, throat swab and finger stick). Students will also learn to assess patients by evaluating vital signs and physical findings to determine if POC testing is appropriate.

Offered: 15.

PHAR 918 - Post-Graduate Training: Residency & Fellowship (1)

Prepare for post-graduate training opportunities with this elective course focusing on residencies and fellowships. Students will learn how to find and apply to programs. Students will prepare curriculum vitae, letters of intent and portfolios during the course.

Offered: 15.

PHAR 919 - Prescription Drug Abuse: The Opioid Epidemic (2)

This elective course will discuss the pharmacist's role in addressing prescription drug abuse which has become a major public health concern. The course will begin with discussion of public health, social, legal, and ethical aspects of prescription drug abuse, as well as monitoring programs, and distribution/diversion issues. An emphasis will be placed on the neurobiology, chemistry, and pharmacology of opioids as a drug class, as well as recognition of clinical presentation of toxicity and management.

Prerequisite: PHAR 642: Principles of Drug Action. Corequisite: PHAR 835: IPC - Neurology/Psychiatry. Offered: 30.

PHAR 920 - Methods in Preclinical Research (2)

This elective course is a structured laboratory-based active learning course with faculty supervision in contemporary areas of pharmacy. In this elective, students will learn laboratory-based technical skills in the area of preclinical and/or translational research.

Prerequisite: Cumulative GPA of 3.0 or better above in didactic course or prior permission from the instructor. Offered: 90.

PHAR 921 - Travel Health (2)

This elective course provides students with the knowledge and skills necessary to offer comprehensive services related to clinical and social aspects of preventative pharmacy-based travel health. Students will learn to provide effective pre-travel assessment and consultation as provided for by CA SB493 and related regulations. Students will also be guided to initiate prescriptions and provide recommendations for: immunizations, medications to prevent travel-related infectious diseases, and medications for self-treatable medical conditions not requiring a diagnosis. The course will be taught using a blended lecture and case-based approach wherein students will integrate concepts involved in designing comprehensive plans and counseling for patients anticipating international travel. An immunization lab component will allow students to gain experience with the unique challenges of organizing and preparing injectable travel-related immunizations.

Offered: 37.5.

PHAR 922 - Applied Antimicrobial Pharmacokinetics and Pharmacodynamics (2)

This elective course will provide knowledge and clinical skills to apply antimicrobial pharmacokinetics/pharmacodynamics in monitoring, and dose adjustment of anti-infective agents to treat infections in hospitalized patients.

Prerequisite: A minimum grade of B+ in PHAR 739 Pharmacokinetics. Offered: 30.

PHAR 923 - Medication Therapy Management Services (2)

This elective course will provide didactic and clinical experiences on Medication Therapy Management (MTM) Services. Students will gain experience interviewing patients, identifying and prioritizing medication-related problems, developing and implementing interventions, and documenting activities. In addition, students will have the opportunity to explore various business models and billing strategies and discuss plans for implementation. Self-study modules, case studies, hands-on patient interviews, and assessment practice sessions, will help students obtain the clinical knowledge and skills needed to establish medication therapy management services. Students will receive American Pharmacist Association (APhA) MTM certificate upon successful completion of the course.

Prerequisite: Successful completion of IPC courses. Offered: 22.5.

PHAR 924 - Advanced Antimicrobial Pharmacy (2)

This elective course will introduce antimicrobial stewardship. The course focuses on the knowledge and clinical skills in application of advanced antimicrobial therapy on patient care.

Prerequisite: Minimum grade of B- in PHAR 837 and 839, IPC - Infections Disease. Corequisite: None.

PHAR 925 - Therapeutic Lifestyle Changes: The Burden of Proof (2)

This course provides knowledge in evidence-based lifestyle changes with a focus on the role of diet and exercise in health optimization and disease treatment. Students will examine a range of topics on human nutrition and exercise, including macronutrients, micronutrients, the effects of diet on health, claims and evidence for use of megadoses of vitamins, and exercise for preventing/treating specific disease states. The emphasis is on evidence-based information, utilizing the medical and epidemiological literature to analyze the impact of food, diets, nutritional supplements, and exercise on human health.

Corequisite: None.

PHAR 926 - Ambulatory Care (2)

This elective course focuses on contemporary topics in ambulatory care pharmacy practice. Clinical pharmacy topics include anticoagulation, asthma, chronic obstructive pulmonary disease (COPD), congestive heart failure, contraception, diabetes mellitus, dyslipidemia, hypertension, osteoporosis, tobacco cessation, and transitions of care. Student pharmacists will hone higher order thinking skills by applying foundational therapeutic knowledge and evidence-based practice to clinical case studies.

Prerequisite: Third professional year status and a minimum grade of B in PHAR 639, PHAR 640, PHAR 735, PHAR 737, PHAR 740, PHAR 742. Corequisite: None.

PHAR 927 - Leading Self - The Mirror View (2)

During this elective course students obtain the skills necessary to serve as an effective member of a healthcare team. The learner explores and identifies self in the areas of emotional intelligence, learning preferences, strengths, and self-identity within a team. Concepts are reinforced through reflective exercises using meta-cognitive approach. Differences and similarities of leadership versus management are introduced.

Corequisite: None.

PHAR 928 - Managed Care Pharmacy (1)

This elective course provides an overview of managed care pharmacy. Students are provided an immersion into managed care principles and procedures to ultimately enable them to understand and anticipate the impact on health care reform on pharmacy practice. Students learn about professional practice opportunities within managed care systems in the evolving U.S. health care financing and delivery system.

Corequisite: None.

PHAR 929 - Introduction to Pharmaceutical Industry (2)

This elective course is designed to provide an overview to the pharmaceutical industry including professional challenges and opportunities for pharmacists. Students will learn various roles of pharmacists within the pharmaceutical industry. Several functional departments including medical affairs, medical liaisons, healthcare economics, medical communications, medical information, operations & informatics will be discussed. This course will illustrate various aspects of pharmaceutical commercialization from drug development and regulatory approval to marketing and sales. This course will highlight steps necessary to pursue a career in the pharmaceutical industry. Students will understand how pharmacists contribute their clinical knowledge to pharmaceutical industry, patient care, and members of the healthcare team on a broader scale and expanded professional path.

Corequisite: None.

PHAR 930 - Leading Teams - The Window View (2)

During this course students obtain the skills necessary to work as an effective healthcare team member. The learner explores the capabilities necessary to effectively influence individuals and groups to meet organizational goals. Students will also debate about effectiveness of different leadership styles.

Prerequisite: Successful completion of PHAR730 Leading Self - The Mirror View. Corequisite: None.

PHAR 931 - Well-being, Resiliency and Productivity for the Graduate Student (1)

Care, in general, and healthcare in particular, requires a certain degree of well-being on the part of the provider. This elective course introduces students to evidence based well-being, resiliency and productivity. The course will facilitate students to implement components of well-being, resiliency and productivity into daily practice.

Corequisite: None.

PHAR 933 - Principles of Pain Management (2)

Provides students with knowledge and skills in treating patients with acute or chronic pain. Students will integrate basic science knowledge into clinical practice. Students will evaluate and assimilate scientific evidence to improve patient care and employ concepts of disease prevention, public health promotion, literacy, and/or wellness. Evaluate population health issues by considering quality of care, access, and cost at the local, state, and federal levels. Identify medication-related problems, formulate medication treatment plans, and monitor and evaluate patient response to pharmacotherapy for the treatment of pain.

Prerequisite: PHAR 835. Corequisite: None.

PHAR 934 - Applications of Contemporary Pharmaceutics (2)

Explores contemporary topics related to the art and science of non-sterile extemporaneous compounding to develop an advanced understanding of principles and practices involved in the field of compounding pharmacy, and gain an understanding of how compounding pharmacy can solve medication related problems for human and veterinary use. Examines a range of topics including regulatory guidelines, calculation review, and various considerations in formulas and compounding

techniques. The course will be delivered using a case-based approach, mini lectures, pre-class reading assignments and class discussions.

Prerequisite: PHAR 635, 636, 601L, 602L. Corequisite: None.

PHAR 935 - Special Populations - Pediatrics and Geriatrics (1)

Provides a continuation of learning in the areas of therapeutics and patient care in unique patient populations. Pediatric topics will go beyond what is covered in the core curriculum by including neonatal critical care, congenital heart disease, pediatric advanced life support (PALS) and renal disease. Geriatric topics will include palliative care, frailty, fall-risk-increasing drugs, polypharmacy, and drug-induced diseases. Topics will be covered in this course through team-based learning exercises, lectures, quizzes and OSCE's that will provide the students practice in working with these patient populations. The course expands on the knowledge and skills discussed in the core curriculum for students interested in working with these patient populations and to help prepare the students to manage these patient populations during their APPE's.

Prerequisite: PHAR 735, 737, 740, 742, 744, 835, 837. Corequisite: PHAR 840.

PHAR 936 - Sport Pharmacy (1)

Focuses on therapeutics and pharmaceutical care in sports. Sports pharmacy topics will include asthma in sports, glucocorticoids in sports, performance enhancing drugs, medical implications of the World Anti-Doping Agency Prohibited List, stimulants and anabolic steroids, exercise in patients with metabolic syndrome, nutrition in sports, brain injuries, musculoskeletal injuries and pain management. Topics will be covered in this course through team-based learning exercises, lectures, and other interactive learning methods that will provide the students practice in working in athletics. The aim of this course is to expand the knowledge and skills discussed in the core curriculum for students interested in working with this population and to help prepare the students to manage these athletes.

Prerequisite: PHAR 735, 737, 742, 744. Corequisite: PHAR 835, 837.

PHAR 937 - Academic Training (2)

Provides students interested in careers in academia the opportunity to learn and apply the basic theories and practices of teaching and learning. Topics will include instructional methods such as flipped classroom, team-based learning, game-based learning, and metacognition, basics of pedagogy and andragogy, effective use of technology in the classroom, implementing active learning in the classroom, and creation of a lecture including construction of lecture objectives and exam questions. Students will have an opportunity to apply what they have learned in class by developing and presenting a presentation to the class. Instructional methods used in this class will include class discussions, hands on training, case discussions, and role plays.

Prerequisite: None. Corequisite: None.

PHAR 938 - Applied Medical Terminology (1)

Provides students with a deeper foundational understanding and application of medical terminology. Topics focus on common prefixes, suffixes, root words, medical abbreviations, and decoding medical terms as it relates to healthcare and pharmacy. Emphasis on the application of medical terminology in a healthcare setting and how this can impact communication among healthcare professionals. Methods of instruction include guided facilitation, cases studies, games, and classroom activities.

PHAR 939 - Mock Trial (2)

Provides students with a framework of concepts and principles to reinforce research process; critical thinking, communication, collaboration, and debate as well as advocacy skills. Student-groups collaborate on assignments which serve as benchmarks in the semester-long project timeline and include: researching pros and cons of a controversial pharmacy practice or pharmacotherapy-related topic, evaluating evidence; debating (both pros and cons) as means of trial preparation, developing arguments, role and trial strategies.

Prerequisite: PHAR 641.

PHAR 940 - Drug Discovery and Development (2)

Provides an overview of the procedures and the structure of drug discovery and development from preclinical candidate selection to new drug application (NDA) approval and the post marketing surveillances. Students will gain an understanding of FDA structure and its various centers, role of regulatory authorities, laws, regulations and policies for drug application, as well as reviewing the time line and components of clinical phases. In addition, student gain an understanding of the role of Institutional Animal Care and Use Committees (IACUC) in drug discovery, and the role of Institutional Review Board (IRB) in drug development.

PHAR 941 - Python for Data Management and Analytics in Pharmacy (2)

Provides an introduction to programming, data processing, and data analytics using Python for pharmacy students with little or no prior experience in programming. The course will focus on learning the Python programming language in the context of working with data, planning and organizing programs, commonly-used algorithms, data management, data cleaning, basic data mining, and fundamentals of computational modeling. Students will learn what pharmacy career opportunities data science could be applied to including but not limited to, pharmacy analytics.

Prerequisite: N/A. Corequisite: None.

PHAR 942 - Natural and Complementary Medicine (2)

Students will be presented with foundational concepts and knowledge in natural products and complementary medicine in this elective. An understanding of natural products and complementary medicine will help students better understand the controversy and widespread use of natural products and complementary medicine practices they may see as a pharmacist. Students will be able to provide more thorough clinical decisions for patients using natural products and complementary medicine to provide clinical insight to providers or patients.

Prerequisite: N/A. Corequisite: None.

PHAR 943 - Innovative Technologies in Formulation (2)

This course focuses on new technologies utilized in dosage form formulations such as implants, drug loaded devices and 3D printing tablets among other novel dosage forms. The course covers novel drug delivery with formulation, device and organ specific delivery approaches.

Prerequisite: N/A. Corequisite: None.

PHAR 944 - Systematic Review and Meta-Analysis (2)

This course will introduce students to methods to perform systematic reviews and meta-analysis. The course will cover the basic principles, analytical framework, and process of systematic review and meta-analysis, including how to interpret the results of a meta-analysis and understand heterogeneity and bias in meta-analysis. Upon completion of this course, students will be able to formulate an answerable research question, find the evidence using a secondary resource such as PubMed, appraise the evidence for quality, and finally extract the relevant information needed to perform a systematic review and/or meta-analysis which can be published in a scientific journal.

Prerequisite: N/A. Corequisite: None.

PHAR 945 - Natural Products: from Formulation to Regulation (2)

This course investigates the impact of medicines and dietary supplements derived from nature on public health. Students will be exploring topics such as the traditional and modern use of natural products, the formulation and manufacture of dietary supplements, the regulatory environment of dietary supplements, and business models and marketing practices of top dietary supplement companies.

Prerequisite: N/A. Corequisite: None.

PHAR 946 - Pharmaceutical Calculations (2)

This course focuses on applying the fundamentals of calculations and measurement to mathematical problems associated with pharmacy, to accurately use formulas, approximate equivalents, and nomograms to calculate doses, to memorize specific nomenclature (metric, apothecary and avoirdupois systems, Latin abbreviations) needed to interpret a prescription order, to accurately utilize dimensional analysis, ratio-proportion, and other methods of measurement to convert between units. Dosage calculations emphasizes critical thinking techniques to effectively, accurately and safely calculate dosages of medications. It includes reading, interpreting and solving calculation problems encountered in the preparation of medication in all pharmacy practice settings including but not limited to problems dealing with aliquots, concentration, dosing patients, allegation, dilution of solutions, isotonicity, IV rates of flow, milliequivalents and milliosmoles, among other basic pharmacy calculation concepts.

Prerequisite: N/A. Corequisite: None.

PHAR 947 - Clinical Calculations (1)

Provides an opportunity for pharmacy students to practice and apply clinical calculations. Students gain experiences to accurately calculate dose administration, drug concentration, drug compounding and reparation.

Prerequisite: N/A. Corequisite: None.

PHAR 990 - Independent Studies: A Course for Self-Directed Learning (0)

This course provides students with an opportunity to engage in and develop self-directed learning skills. During this course, students have greater control over their learning experience by managing their needs with their schedule. The goal of the course is for students to develop self-directed learning habits that can be transformed into a lifelong skill.

PHAR 991 - APPE - Acute Care Pharmacy Practice (6)

The acute care APPE allows the student, under the supervision of a preceptor, the opportunity for substantial exposure and experience in the comprehensive treatment and inpatient management of disease states of adult patient populations that are admitted to a hospital or other institutionalized setting with common acute or chronic conditions. An acute care APPE can include experiences in internal medicine or family medicine. Students engage in practice management; practicing as part of an interprofessional team; direct patient care activities including obtaining and recording patient medical and medication histories, developing and updating patient therapeutic plans, monitoring lab values, and assessing for drug interactions and adverse drug reactions; interacting with other healthcare providers, and providing education to patients and other health care professionals.

Prerequisite: Successful completion of all didactic coursework. . Corequisite: None. Offered: 270.

PHAR 992 - APPE - Hospital Pharmacy Practice (6)

The advanced institutional APPE allows the student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient-centered care in an institutional setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of clinical intervention and the steps necessary to execute those interventions effectively in a multidisciplinary team. Students engage in pharmacy operations management; services associated with automated drug distribution and control; contribution to quality improvement programs and patient safety provisions at the site; active participation in the pharmacy services provided by the department including evaluating medication orders, assessing patient drug therapy, creating pharmaceutical care plans, recording medication histories, medication reconciliation, discharge counseling; participating in formulary processes; as well as developing an understanding of interdepartmental relationships within the institution and health system.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 993 - APPE - Community Pharmacy Practice (6)

The advanced community APPE allows the student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient centered care in a community practice setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of therapeutic intervention and the steps necessary to execute those interventions effectively. Students engage in pharmacy operations management; assessing drug therapy, evaluating and solving drug-related problems, managing medication histories, dispensing medication orders, recommending appropriate prescription and nonprescription therapy and alternative treatments, patient counseling and interacting with patients as a primary health care source, as well as participating in health screenings and patient education and wellness programs.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 994 - APPE - Ambulatory Care Pharmacy Practice (6)

The ambulatory care APPE allows the student, under the supervision of a preceptor, the opportunity for substantial exposure and experience in the comprehensive treatment of patients in a general or specialized outpatient setting. The primary focus of the APPE is the medication management and general care of patients with chronic medical conditions. Clinics include but are not limited to diabetes, anticoagulation, asthma, dyslipidemia, and hypertension. Students engage in practice management; direct patient care activities including obtaining and recording patient medical and medication histories, drug therapy assessment for problems and appropriateness, developing pharmacy care plans or recommendations, documenting interventions, comprehensive patient counseling, monitoring therapeutic outcomes in various population groups; interacting with other healthcare providers, and providing education to patients and other health care professionals.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 995 - APPE Elective I (6)

Each student will be required to complete two 6- week elective APPE rotations during their fourth year. Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice areas (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum.

Prerequisite: Successful completion of all didactic coursework. . Offered: 270.

PHAR 996 - APPE Elective II (6)

Each student will be required to complete two 6- week elective APPE rotations during their fourth year. Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice areas (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum.

Prerequisite: Successful completion of all didactic coursework. . Offered: 270.

PHAR 997 - Pharmacy Board Preparation I (0)

This course involves students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. Students must pass this zero credit course to graduate.

Prerequisite: Successful completion of all didactic coursework. .

PHAR 998 - Pharmacy Board Preparation II (0)

This course involves students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. Students must pass this zero credit course to graduate.

Prerequisite: PHAR 997.

PHAR 999 - Pharmacy Board Preparation III (0)

This course involves students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. Students must pass this zero credit course to graduate.

Prerequisite: PHAR 998.

PHRM - PHARMACY HYBRID ACCELERATED PHARMD

PHRM 601L - Longitudinal Skills Lab I (1)

Provides an opportunity to build and develop essential skills integrating knowledge from didactic courses. This lab includes hands-on practice of non-sterile compounding with an emphasis on extemporaneous preparation of solid, semi-solid, and liquid dosage forms. Pharmaceutical calculations and patient consultation are also practiced during this lab. The lab involves immunization training and vital signs assessment. This lab is the first in a series of six sequential practicums.

PHRM 602L - Longitudinal Skills Lab II (1)

Provides an opportunity to build and develop essential skills integrating knowledge from didactic courses. This lab includes hands-on compounding using aseptic techniques. The students will also practice patient counseling and interviewing skills pertaining to both prescription and non-prescription medications, and tobacco cessation. Students will critique and evaluate scientific literature to reinforce evidence-based medicine practice. This lab is the second in a series of six sequential practicums.

PHRM 603 - Pharmaceutics I (3)

Introduces the principles and technologies applied in the preparation of various pharmaceutical dosage forms. It involves the application of physicochemical characteristics of active ingredients and excipients to the design, development, formulation, stabilization, and quality control of pharmaceutical dosage forms. This course also presents compendial methods of evaluation of different dosage forms as well as regulations and standards governing manufacturing of pharmaceuticals. Pharmaceutics I is the first in a series of two related courses.

PHRM 604 - Pharmaceutics II (3)

Provides foundational information designed to develop an understanding of pharmaceutical dosage forms. Pharmaceutics II will expand in the knowledge and skills learned in Pharmaceutics I to evaluate biological and physiochemical factors that influence drug absorption, distribution, metabolism, and excretion; mathematical and clinical principles of bioavailability and bioequivalence; sterile product compounding and calculations; and novel drug delivery systems. Pharmaceutics II is the second in a series of two related courses.

PHRM 605 - Biosystems (4)

Provides understanding of the chemical, physical, and biological concepts that serve as the foundation for pharmacological and pathophysiological principles that underlie the principles of pharmaceutical treatment and management of disease. The course builds on pre-requisite knowledge of biological and chemical sciences to expand their understanding of the chemical and molecular origins underlying the principles of treatment of disease. Principles of immunological responses to disease, and treatment of immune system disorders are also discussed.

PHRM 607 - Pharmacy Practice Foundations I (4)

Introduces basic principles of community pharmacy practice, foundation of self-care therapeutics, cultural competence and patient-centered care. Basic concepts of law, ethics, Medicare Part D, and patient assessment skills are introduced to develop a foundation for students before entering Introductory Pharmacy Practice Experiences (IPPEs). Students are also introduced to the theories and principles of interpersonal communication in health care and complete the APhA Pharmacy-Based Immunization Program.

PHRM 608 - Pharmacy Practice Foundations II (4)

Provides understanding of the basic principles of community pharmacy practice in preparation for Introductory Pharmacy Practice Experiences (IPPEs). Pharmacy Practice Foundations II builds on self-care therapeutics concepts introduced in Pharmacy Practice Foundations I including vitamins, supplements, and tobacco cessation treatment; signs and symptoms of common self-treatable diseases; pharmacological and non-pharmacological preventive measures and treatments; strategies for engaging in effective communication and utilization of motivational interviewing with patients.

PHRM 609 - Calculations (2)

Promotes critical thinking in the application of basic mathematical methods in solving problems in pharmacy practice. Emphasis is placed on logical analysis to solving pharmaceutical calculations and calculation of medication dosages and compounding quantities. It includes interpreting calculation problems encountered in the preparation of medication in all pharmacy practice settings. Topics include ratio and percentages, dose calculations, reducing and enlarging formulas, dilution and concentration, aliquots, specific gravity and density, flow rates and clinical calculations.

PHRM 610 - Principles of Drug Action I (4)

Provides understanding of the principles of pharmacology and toxicology that underlie the principles of pharmaceutical treatment and management of disease. The course will evaluate how molecular drug mechanisms, principles of pharmacodynamics and pharmacokinetics, drug-receptor interactions, and drug toxicity contribute to overall therapeutic, unwanted and toxic drug effects. The foundations of pathophysiology and pharmacology of the autonomic and central nervous system, including molecular mechanism of action, clinical indications, and class-specific adverse effects will also be introduced.

PHRM 611 - Biostatistics and Drug Literature Evaluation (2)

Provides students with a foundation in the fundamental principles of evidence-based practice, drug literature evaluation, clinical-research design and methodology, ethical principles guiding clinical research, basic statistical methods, and data analysis. Students are introduced to commonly utilized

drug information resources that are available in both print and electronic format. The knowledge gained lays the foundation for students to critique study design, interpret study results, evaluate study conclusions and appraise primary literature.

PHRM 612 - Principles of Drug Action II (4)

Provides understanding of molecular mechanisms of drug action that underlie the principles of pharmaceutical treatment and management of disease. The course will build on concepts learned in Principles of Drug Action I and explore the foundations of pathophysiology and pharmacology for major organ systems such as the cardiovascular, endocrine, renal, gastrointestinal, and pulmonary systems. Molecular mechanism of action, clinical indications, and class-specific adverse effects will be introduced for each system.

PHRM 679 - IPC Fundamental (2)

Introduces the fundamentals of patient assessment, medical terminology, laboratory values, medical charts, patient care and interprofessional collaboration in various settings of pharmacy practice. This course further develops the Pharmacists' Patient Care Process (PPCP). Concepts learned in this course improve preparedness for Integrated Patient Care courses and provide the foundation necessary to apply concepts of pharmacotherapy.

PHRM 689 - Professional and Interprofessional Development I (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the first of a six-course series.

PHRM 690 - Professional and Interprofessional Development II (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the second of a six-course series.

PHRM 699 - IPPE-1 Community Practice (2)

Introduces practical aspects of community pharmacy practice and prepares learners for practice of Entrustable Professional Activities (EPAs). Integration of clinical, regulatory, and operational knowledge to safely and effectively dispense medications are demonstrated through the understanding of gathering information, evaluating a prescription, processing the prescription, filling the prescription, and counseling the patient. Learning activities to build foundational pharmacist proficiency include participation in inventory management, pharmacy operations, billing, regulatory compliance (e.g., BOP and DEA), compounding, self-care therapy, drug information, Comprehensive Medication Management (CMM), interprofessional communication, and immunization services.

PHRM 701L - Longitudinal Skills Lab III (1)

Develops essential skills to provide optimal patient care. This lab allows students to apply pharmacotherapy knowledge to clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Areas of focus include patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature. This lab is the third in a series of six sequential practicums.

PHRM 702L - Longitudinal Skills Lab IV (1)

Develops essential skills to provide optimal patient care. This lab allows students to apply pharmacotherapy knowledge to clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Areas of focus include patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature. This lab is the fourth in a series of six sequential practicums.

PHRM 703 - Pharmacokinetics (4)

Focuses on basic principles of biopharmaceutics and pharmacokinetic aspects of drug absorption, distribution, metabolism, and excretion. The course begins by discussing the physiological and mathematical principles of pharmacokinetics including single-dose intravenous and oral kinetics, multiple dosing, nonlinear pharmacokinetics, then moves to the clinical applications and PK models of individualized drugs. The course also discusses special populations like kidney and liver dysfunction and the effect of age on PK.

PHRM 704 - US Healthcare and Public Health (3)

Discusses foundational information designed to develop an understanding of a pharmacist's role in public health and within the healthcare system. Healthcare in the United States will be evaluated through discussion of care delivery, policy, financing, and the workforce. Core areas of public health will be explored including epidemiology, determinants of health, principles of health promotion and disease prevention, micro versus macro levels of public health, and population-based interventions that impact diverse patients and populations.

PHRM 705 - Institutional Pharmacy Practice (2)

Discusses administrative, clinical, and distributive functions of a pharmacist in an institutional setting and examines the selection and use of technology for organizing, analyzing and managing information in health care settings and the role regulatory bodies in regard to patient safety. Students are also introduced to management and leadership concepts related to institutional pharmacy practice, and the role of pharmacists in maintenance and use of informatics in the hospital setting to improve patient safety.

PHRM 706 - Pharmacogenomics & Biotechnology (3)

Provides foundational information to develop an understanding of pharmacogenomics and biotechnology. The genetic basis of variability in drug response can contribute to drug efficacy, toxicity, adverse reactions, and drug-drug interactions. This course will explain how the individual genetic information can be used to tailor drugs to patients. The students will discuss of the rationale for biotechnology-driven products, the main methods used to deliver and target biological drugs, biotechnology product handling, storage, and administration.

PHRM 707 - IPC I (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with cardiovascular and respiratory disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC 1 is the first course in a series of eight IPC courses.

PHRM 708 - IPC III (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with fluid disorders, electrolyte imbalances, hepato-renal diseases, and nutrition related disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures

using pharmacological and non-pharmacological approaches are reviewed. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC 3 is the third course in a series of eight IPC courses.

PHRM 709 - IPC II (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with endocrine disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC2 is the second course in a series of eight IPC courses.

PHRM 710 - IPC IV (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with thrombosis, ischemic heart disease, acute cardiovascular disorders, cardiac arrhythmias and inpatient disease management. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. IPC 4 is the fourth course in a series of eight IPC courses.

PHRM 779 - IPC Supplemental I (2)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients who present with nausea, vomiting and urologic disorders. In addition, topics related to pediatrics, pregnancy, and lactation, women's health, geriatrics, and men's health are discussed. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC Supplemental I is the first course in a series of two IPC Supplemental courses.

PHRM 789 - Professional and Interprofessional Development III (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the third of a six-course series.

PHRM 790 - Professional and Interprofessional Development IV (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the fourth of a six-course series.

PHRM 799 - IPPE-2 institutional Practice (2)

Introduces practical aspects of institutional pharmacy practice and prepares learners for practice of Entrustable Professional Activities (EPAs). Pharmaceutical care is demonstrated through administrative, clinical and distributive functions of a pharmacist. Emphasizes best practices and

technologies to advance quality and safety in areas such as medication procurement, storage and distribution, preparation, administration, and monitoring. Learning activities to build foundational pharmacist proficiency include sterile compounding, medication management, clinical monitoring of drug therapy, drug information, regulatory readiness, and interdisciplinary teamwork.

PHRM 801L - Longitudinal Skills Lab V (2)

Develops essential skills to provide optimal patient care. This lab allows students to apply pharmacotherapy knowledge to clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Areas of focus include patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature. This lab is the fifth in a series of six sequential practicums.

PHRM 802L - Capstone Skills Lab (2)

Evaluates essential skills to provide optimal patient care. This lab allows students to apply pharmacotherapy knowledge to clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Areas of focus include patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature. This is the final lab in a series of six sequential practicums.

PHRM 803 - Pharmacy Practice Management (2)

Introduces the theoretical and practical application of leadership and managerial concepts. Topics include organizational behavior concepts, theories of motivation, styles of leadership, strategies used to design and manage operations, performance measurement, accounting, finances, and the healthcare supply chain. Students will also be exposed to how to manage topics that include quality assurance, healthcare policies, regulatory compliance, reducing medication errors, technology and automation in the pharmacy, budgeting for success, and inventory management.

PHRM 804 - Pharmacy Law & Ethics (2)

Applies State and Federal laws and regulations pertaining to pharmacist licensure, controlled substances, pharmacist scope of practice, malpractice and legal liability, as well as the scope of practice for other health care providers.

PHRM 805 - Pharmacoeconomics & Outcomes Science (2)

Examines the costs and consequences associated with the use of pharmaceutical services and products. Students will understand the importance and clinical relevance of pharmacoeconomics and how clinical decision-making is driven by economic, clinical, and humanistic outcomes. The course will introduce concepts such as costs, economic evaluation, and health-related quality of life. At the end of the course, students should be able to apply economic principles to pharmaceutical care problems encountered in pharmacy practice.

PHRM 806 - IPC VII (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with infectious and oncologic diseases. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC 7 is the seventh course in a series of eight IPC courses.

PHRM 807 - IPC V (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with neurologic and psychiatric disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological

approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC 5 is the fifth course in a series of eight IPC courses.

PHRM 808 - IPC VIII (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with infectious diseases. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations.

IPC 8 is the eighth course in a series of eight IPC courses.

PHRM 809 - IPC VI (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with immunologic and oncologic disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC 6 is the sixth course in a series of eight IPC courses.

PHRM 879 - IPC Supplemental II (2)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with ophthalmologic disorders, multiple sclerosis and lupus. In addition, topics related to critical care, emergency medicine, and toxicology are discussed. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC Supplemental II is the second course in a series of two IPC Supplemental courses.

PHRM 889 - Professional and Interprofessional Development V (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the fifth of six-course series.

PHRM 890 - Professional and Interprofessional Development VI (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the sixth of a six-course series.

PHRM 899 - IPPE-3 Selective Elective (2)

Introduces practical aspects of pharmacy practice areas outside of the traditional community pharmacy practice or institutional pharmacy practice and prepares learners for practice of Entrustable Professional Activities (EPAs). Opportunities are provided to apply pharmaceutical knowledge and

skills in special populations, distinct practice areas, home infusion, long term care, specialty pharmacy, or managed care. Learning activities to build foundational pharmacist proficiency could include practice management, individualized care plans, patient and caregiver education, population health, or consulting.

PHRM 900 - Professional Electives (4)

Elective courses offer a range of options for students to learn and enhance their knowledge and skills in specialist areas of interest to pharmacy. Professional electives are PHRM 901, PHRM 902, PHRM 903, PHRM 904, PHRM 905, PHRM 906, PHRM 907, PHRM 908, PHRM 909, PHRM 910, PHRM 911, PHRM 912, PHRM 913, PHRM 914, PHRM 915, PHRM 916, PHRM 917, PHRM 918, PHRM 919, PHRM 920, PHRM 921, PHRM 922, PHRM 923, PHRM 924, PHRM 925, PHRM 926, PHRM 927, PHRM 928, PHRM 929, PHRM 930, PHRM 931, PHRM 933, PHRM 934, PHRM 935, PHRM 936, PHRM 937, PHRM 938, PHRM 939, PHRM 940, PHRM 941, PHRM 942, PHRM 943, PHRM 944, PHRM 945, PHRM 946, PHRM 947.

PHRM 901 - Research Elective 1 (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

PHRM 902 - Research Elective 2 (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

PHRM 903 - Research Elective 3 (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

PHRM 904 - Research Elective 4 (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

PHRM 905 - Physical Pharmacology (2)

Physical Pharmacology is a didactic course designed to utilize physical and mathematical models to gain a deeper understanding of selected physiological and pharmacological structures and functions. The course focuses on the use of unified concepts and models that offer simple descriptions of apparently complex systems.

PHRM 906 - Translational Medicine (2)

The overarching goal of biomedical research is to reduce the burden of human disease. The term bench-to-bedside is often used to describe the scientific path that is taken to develop new treatments. Transitional medicine is structured to provide students with experience of learning about cutting-edge areas in molecular medicine. Creating connections between scientific advances and

clinical needs is a skill that pharmacists require to provide evidence-based, pharmaceutical care. The goal of this course is to engage students in discussions of topics in transitional medicine, improve critical thinking skills to execute evidence-based practice, and expose students to high-quality, clinical and transitional research. As we move toward accountable care where improvement in patient short- and long-term outcomes may dictate success and failure, leveraging modern research findings to accelerate improvement in patient outcomes will be critical.

PHRM 907 - Drug Induced Disorders (1)

This class will provide students with a framework for understanding drug induced disorders encountered in clinical practice. The FDA process for adverse drug event reporting and safety measures will be discussed to build a foundation for understanding pre- and post-marketing surveillance. Central mechanisms of action for adverse drug events will then be discussed and system models of drug-induced disorders will be illustrated. With this knowledge in hand, students will develop a final project to present on the mechanism, diagnosis, management, and prevention of a specific drug-induced disorder. The final project will give students the opportunity to improve their research skills by evaluating primary literature while preparing for their projects. Presentation of the final project to class will also enable students to refine their public speaking skills.

PHRM 908 - Advanced Diabetes Care (2)

Advanced Diabetes Care is designed to increase student's knowledge in basic and complex medical and psychosocial aspects of diabetes. Students will be able to recognize blood glucose patterns and make appropriate recommendations for adjustment of medications as well as recommend optimal therapeutic management strategies for a patient with diabetes. This course does not restrict content to therapeutics alone but instead expands into other integral areas of diabetes care and management.

PHRM 909 - Nutrition Support (2)

This course will provide the student with an advanced understanding of specialized nutrition therapeutics. The course will build upon the nutrition knowledge students gained in IPC 5 and allow them to apply this knowledge to specific patient populations. We will explore nutrition support therapy in neonates and pediatrics, the critically ill patient, the home patient, and geriatrics. Student's skills in presenting nutrition information to professional colleagues and to the general public will be enhanced through journal club presentations and individual projects. Practical application of delivery of enteral and parenteral nutrition will be reviewed and the role of the pharmacist in nutrition support will be highlighted.

PHRM 910 - Advanced Oncology Topics (2)

Targeted therapeutic approaches will be discussed within the context of modern understanding of cancer biology. The format is lectures followed by student discussion of journal club papers.

PHRM 911 - Street Drugs (2)

Street drug use is an unrelenting social epidemic. The pharmacist's role in addressing this epidemic extends well beyond prescription drugs. Pharmacists can help combat illicit drug use by playing a role in health promotion through public education. The course will begin with discussion of public health, social, legal, and ethical aspects of illicit drug use. An emphasis will be placed on the neurobiology, chemistry, and pharmacology of each drug class, as well as recognition of clinical presentation of toxicity and management. The course will also introduce students to common psycho-social outcomes and relevant legal ramifications.

PHRM 912 - Advanced Self-care (2)

This elective course builds on the foundational concepts of self-care. Students will apply the literature and their knowledge of non-prescription medications, dietary supplements, and natural products to patient self-care case vignette. The focus of the course is on medical conditions related to the gastrointestinal, respiratory, sensory (ophthalmic/otic/oral), integumentary and reproductive

systems Medical issues such as musculoskeletal pain, headaches, and injuries, as well as health maintenance and mental health will also be addressed.

PHRM 913 - Advanced Geriatric (1)

This course provides students with the knowledge and skills necessary to offer comprehensive services related to geriatric care with application and advanced discussion of fundamental concepts in aging. The course will also provide the opportunity to explore issues related to drug therapy and to learn advanced skills in the pharmaceutical care to the elderly population in a variety of practice settings. The course will be taught using an on-site active learning, case-based discussion and lecture approach wherein students will integrate concepts involved in designing comprehensive medication management and counseling for geriatric patients.

PHRM 914 - Clinical and practical elements of infusion therapy (1)

This course will provide the student with specialized components of infusion delivery systems and will build upon basic knowledge students gained in prior studies. We will explore numerous routes used to deliver IV infusions of antibiotics, parenteral nutrition, chemotherapy, and hydration to patients in the home setting. Students will gain a firm understanding of current products available to enhance the effectiveness of IV medication delivery, while maintaining sterility and improving efficiency for home health nurses and other caregivers. This course will also address the advantages and disadvantages associated with current therapy delivery systems. Emphasis will be placed on the rationale for each product used and the role of the pharmacist in product recommendations will be highlighted.

PHRM 915 - Advanced topics in medication safety (1)

This elective course reviews the following areas of medication safety: Adverse Drug Reaction (ADR) monitoring and reporting, Medication Use Evaluations (MUE), Risk Evaluation and Mitigation Strategies (REMS), and the 11 components of a Medication Error Reduction Plan (MERP). The student will prepare a report that can be presented to a hospital's Pharmacy & Therapeutics Committee.

PHRM 916 - Critical Care Pharmacotherapy (2)

This elective course in "Critical Care" introduces students to the efficacy, safety, and comparative value of drug therapy in the management of critically ill patients. Knowledge of physiology, pharmacology, toxicology, and therapeutic management is applied to disease states and conditions commonly seen but specific to critically ill patients. The approach to course delivery will emphasize team based learning, which promotes group collaboration and integration of critical care knowledge and concepts while maintaining individual accountability for the material and concepts.

PHRM 917 - Innovations in Community Practice: Point-of-Care Testing (1)

This elective course is intended to help pharmacy students earn a point-of-care (POC) testing certificate, offered by the National Association of Chain Drug Stores. In this course, students will learn how to perform four types of specimen collection (oral swab, nasal swab, throat swab and finger stick). Students will also learn to assess patients by evaluating vital signs and physical findings to determine if POC testing is appropriate.

PHRM 918 - Post-Graduate Training: Residency & Fellowship (1)

Prepare for post-graduate training opportunities with this elective course focusing on residencies and fellowships. Students will learn how to find and apply to programs. Students will prepare curriculum vitae, letters of intent and portfolios during the course.

PHRM 919 - Prescription Drug Abuse: The Opioid Epidemic (2)

This elective course will discuss the pharmacist's role in addressing prescription drug abuse which has become a major public health concern. The course will begin with discussion of public health, social, legal, and ethical aspects of prescription drug abuse, as well as monitoring programs, and distribution/diversion issues. An emphasis will be placed on the neurobiology, chemistry, and

pharmacology of opioids as a drug class, as well as recognition of clinical presentation of toxicity and management.

PHRM 920 - Methods in Preclinical Research (2)

This elective course is a structured laboratory-based active learning course with faculty supervision in contemporary areas of pharmacy. In this elective, students will learn laboratory-based technical skills in the area of preclinical and/or translational research.

PHRM 921 - Travel Health (2)

This elective course provides students with the knowledge and skills necessary to offer comprehensive services related to clinical and social aspects of preventative pharmacy-based travel health. Students will learn to provide effective pre-travel assessment and consultation as provided for by CA SB493 and related regulations. Students will also be guided to initiate prescriptions and provide recommendations for: immunizations, medications to prevent travel-related infectious diseases, and medications for self-treatable medical conditions not requiring a diagnosis. The course will be taught using a blended lecture and case-based approach wherein students will integrate concepts involved in designing comprehensive plans and counseling for patients anticipating international travel. An immunization lab component will allow students to gain experience with the unique challenges of organizing and preparing injectable travel-related immunizations.

PHRM 923 - Medication Therapy Management Services (2)

This elective course will provide didactic and clinical experiences on Medication Therapy Management (MTM) Services. Students will gain experience interviewing patients, identifying and prioritizing medication-related problems, developing and implementing interventions, and documenting activities. In addition, students will have the opportunity to explore various business models and billing strategies and discuss plans for implementation. Self-study modules, case studies, hands-on patient interviews, and assessment practice sessions, will help students obtain the clinical knowledge and skills needed to establish medication therapy management services. Students will receive American Pharmacist Association (APhA) MTM certificate upon successful completion of the course.

PHRM 924 - Advanced antimicrobial pharmacotherapy (2)

This elective course will introduce antimicrobial stewardship. The course focuses on the knowledge and clinical skills in application of advanced antimicrobial therapy on patient care.

PHRM 925 - Therapeutic Lifestyle Changes: the Burden of Proof (2)

This course provides knowledge in evidence-based lifestyle changes with a focus on the role of diet and exercise in health optimization and disease treatment. Students will examine a range of topics on human nutrition and exercise, including macronutrients, micronutrients, the effects of diet on health, claims and evidence for use of megadoses of vitamins, and exercise for preventing/treating specific disease states. The emphasis is on evidence-based information, utilizing the medical and epidemiological literature to analyze the impact of food, diets, nutritional supplements, and exercise on human health.

PHRM 926 - Ambulatory Care (2)

This elective course focuses on contemporary topics in ambulatory care pharmacy practice. Clinical pharmacy topics include anticoagulation, asthma, chronic obstructive pulmonary disease (COPD), congestive heart failure, contraception, diabetes mellitus, dyslipidemia, hypertension, osteoporosis, tobacco cessation, and transitions of care. Student pharmacists will hone higher order thinking skills by applying foundational therapeutic knowledge and evidence-based practice to clinical case studies. Course instructors with expertise in each clinical topic area will facilitate team-based learning and group discussions. Class sessions will consist of a team-based quiz and large group discussion in the first hour, team-based synthesis of evidence-based clinical case notes in the second one and one-half hour, and a large group discussion in the final half hour.

PHRM 927 - Leading Self - The Mirror View (2)

During this elective course students obtain the skills necessary to serve as an effective member of a healthcare team. The learner explores and identifies self in the areas of emotional intelligence, learning preferences, strengths, and self-identity within a team. Concepts are reinforced through reflective exercises using meta-cognitive approach. Differences and similarities of leadership versus management are introduced.

PHRM 928 - Managed Care Pharmacy (1)

This elective course provides an overview of managed care pharmacy. Students are provided an immersion into managed care principles and procedures to ultimately enable them to understand and anticipate the impact on health care reform on pharmacy practice. Students learn about professional practice opportunities within managed care systems in the evolving U.S. health care financing and delivery system.

PHRM 929 - Introduction to Pharmaceutical Industry (2)

This elective course is designed to provide an overview to the pharmaceutical industry including professional challenges and opportunities for pharmacists. Students will learn various roles of pharmacists within the pharmaceutical industry. Several functional departments including medical affairs, medical liaisons, healthcare economics, medical communications, medical information, operations & informatics will be discussed. This course will illustrate various aspects of pharmaceutical commercialization from drug development and regulatory approval to marketing and sales. This course will highlight steps necessary to pursue a career in the pharmaceutical industry. Students will understand how pharmacists contribute their clinical knowledge to pharmaceutical industry, patient care, and members of the healthcare team on a broader scale and expanded professional path.

PHRM 930 - Leading Teams - The Window View (2)

During this course students obtain the skills necessary to work as an effective healthcare team member. The learner explores the capabilities necessary to effectively influence individuals and groups to meet organizational goals. Students will also debate about effectiveness of different leadership styles.

PHRM 931 - Well-Being, Resiliency and Productivity for the Graduate Student (1)

Care, in general, and healthcare in particular, requires a certain degree of well-being on the part of the provider. This elective course introduces students to evidence based well-being, resiliency and productivity. The course will facilitate students to implement components of well-being, resiliency and productivity into daily practice.

PHRM 933 - Principles of Pain Management (2)

Provides students with knowledge and skills in treating patients with acute or chronic pain. Students will integrate basic science knowledge into clinical practice. Students will evaluate and assimilate scientific evidence to improve patient care and employ concepts of disease prevention, public health promotion, literacy, and/or wellness. Evaluate population health issues by considering quality of care, access, and cost at the local, state, and federal levels. Identify medication-related problems, formulate medication treatment plans, and monitor and evaluate patient response to pharmacotherapy for the treatment of pain.

PHRM 934 - Application of Contemporary Pharmaceutics (2)

Explores contemporary topics related to the art and science of non-sterile extemporaneous compounding to develop an advanced understanding of principles and practices involved in the field of compounding pharmacy, and gain an understanding of how compounding pharmacy can solve medication related problems for human and veterinary use. Examines a range of topics including regulatory guidelines, calculation review, and various considerations in formulas and

compounding techniques. The course will be delivered using a case based approach, mini lectures, pre-class reading assignments and class discussions.

PHRM 935 - Special Populations -Pediatrics and Geriatrics (1)

Provides a continuation of learning in the areas of therapeutics and patient care in unique patient populations. Pediatric topics will go beyond what is covered in the core curriculum by including neonatal critical care, congenital heart disease, pediatric advanced life support (PALS) and renal disease. Geriatric topics will include palliative care, frailty, fall-risk-increasing drugs, polypharmacy, and drug induced diseases. Topics will be covered in this course through team-based learning exercises, lectures, quizzes and OSCE's that will provide the students practice in working with these patient populations. The course expands on the knowledge and skills discussed in the core curriculum for students interested in working with these patient populations and to help prepare the students to manage these patient populations during their APPE's.

PHRM 936 - Sports Pharmacy (1)

This course focuses on therapeutics and pharmaceutical care in sports. Sports pharmacy topics will include asthma in sports, glucocorticoids in sports, performance enhancing drugs, medical implications of the World Anti-Doping Agency Prohibited List, stimulants and anabolic steroids, exercise in patients with metabolic syndrome, nutrition in sports, brain injuries, musculoskeletal injuries and pain management. Topics will be covered in this course through team-based learning exercises, lectures, and other interactive learning methods that will provide the students practice in working in athletics. The aim of this course is to expand the knowledge and skills discussed in the core curriculum for students interested in working with this population and to help prepare the students to manage these athletes.

PHRM 937 - PHRM - 937 (2)

The purpose of this elective is to give students interested in careers in academia the opportunity to learn and apply the basic theories and practices of teaching and learning. Topics will include instructional methods such as flipped classroom, team-based learning, game-based learning, and metacognition, basics of pedagogy and andragogy, effective use of technology in the classroom, implementing active learning in the classroom, and creation of a lecture including construction of lecture objectives and exam questions. Students will have an opportunity to apply what they have learned in class by developing and presenting a presentation to the class. Instructional methods used in this class will include class discussions, hands on training, case discussions, and role plays.

PHRM 938 - Applied Medical Terminology (1)

Provides students with a deeper foundational understanding and application of medical terminology. Topics focus on common prefixes, suffixes, root words, medical abbreviations, and decoding medical terms as it relates to healthcare and pharmacy. Emphasis on the application of medical terminology in a healthcare setting and how this can impact communication among healthcare professionals. Methods of instruction include guided facilitation, cases studies, games, and classroom activities.

PHRM 939 - Debate, Advocacy & Mock Trial (2)

Provides students with a framework of concepts and principles to reinforce research process; critical thinking, communication, collaboration, and debate as well as advocacy skills. Student-groups collaborate on assignments which serve as benchmarks in the semester-long project timeline and include: researching pros and cons of a controversial pharmacy practice or pharmacotherapy-related topic, evaluating evidence; debating (both pros and cons) as means of trial preparation, developing arguments, roles and trial strategies.

PHRM 940 - Drug Discovery and Development (2)

Provides an overview of the procedures and the structure of drug discovery and development from preclinical candidate selection to new drug application (NDA) approval and the post marketing surveillances. Students will gain an understanding of FDA structure and its various centers, role of regulatory authorities, laws, regulations and policies for drug application, as well as reviewing the time line and components of clinical phases. In addition student gain an understanding of the role of Institutional Animal Care and Use Committees (IACUC) in drug discovery, and the role of Institutional Review Board (IRB) in drug development.

PHRM 941 - Python for Data Management and Analytics (2)

Provides an introduction to programming, data processing, and data analytics using Python for pharmacy students with little or no prior experience in programming. The course will focus on learning the Python programming language in the context of working with data, planning and organizing programs, commonly-used algorithms, data management, data cleaning, basic data mining, and fundamentals of computational modeling. Students will learn what pharmacy career opportunities data science could be applied to including but not limited to, pharmacy analytics.

PHRM 942 - Natural and Complementary Medicine (2)

Students will be presented with foundational concepts and knowledge in natural products and complementary medicine in this elective. An understanding of natural products and complementary medicine will help students better understand the controversy and widespread use of natural products and complementary medicine practices they may see as a pharmacist. Students will be able to provide more thorough clinical decisions for patients using natural products and complementary medicine to provide clinical insight to providers or patients.

PHRM 943 - Innovative Technologies in Formulation (2)

This course focuses on new technologies utilized in dosage form formulations such as implants, drug loaded devices and 3D printing tablets among other novel dosage forms. The course covers novel drug delivery with formulation, device and organ specific delivery approaches.

PHRM 944 - Systematic Review and Meta-Analysis (2)

This course will introduce students to methods to perform systematic reviews and meta-analysis. The course will cover the basic principles, analytical framework, and process of systematic review and meta-analysis, including how to interpret the results of a meta-analysis and understand heterogeneity and bias in meta-analysis. Upon completion of this course, students will be able to formulate an answerable research question, find the evidence using a secondary resource such as PubMed, appraise the evidence for quality, and finally extract the relevant information needed to perform a systematic review and/or meta-analysis which can be published in a scientific journal.

PHRM 945 - Natural Products: from Formulation to Regulation (2)

This course investigates the impact of medicines and dietary supplements derived from nature on public health. Students will be exploring topics such as the traditional and modern use of natural products, the formulation and manufacture of dietary supplements, the regulatory environment of dietary supplements, and business models and marketing practices of top dietary supplement companies.

PHRM 946 - Pharmaceutical Calculations (2)

This course focuses on applying the fundamentals of calculations and measurement to mathematical problems associated with pharmacy, to accurately use formulas, approximate equivalents, and nomograms to calculate doses, to memorize specific nomenclature (metric, apothecary and avoirdupois systems, Latin abbreviations) needed to interpret a prescription order, to accurately utilize dimensional analysis, ratio-proportion, and other methods of measurement to convert between units. Dosage calculations emphasizes critical thinking techniques to effectively, accurately and safely

calculate dosages of medications. It includes reading, interpreting and solving calculation problems encountered in the preparation of medication in all pharmacy practice settings including but not limited to problems dealing with aliquots, concentration, dosing patients, allegation, dilution of solutions, isotonicity, IV rates of flow, milliequivalents and milliosmoles, among other basic pharmacy calculation concepts.

PHRM 947 - Clinical Calculations (1)

Provides an opportunity for pharmacy students to practice and apply clinical calculations. Students gain experiences to accurately calculate dose administration, drug concentration, drug compounding and reparation.

PHRM 948 - Pop Medicine: How Media Shapes Perception of Pharmacy (2)

Explore various perspectives of pharmacists portrayed by the media. Analyze the pharmacy profession's mass representation by critiquing media outlets including television, movies, news and other platforms. Discuss strategies to overcome stereotypes that negatively impact the profession of pharmacy. Create a proposal to dispel false perceptions of pharmacist roles and accurately portray the profession.

PHRM 949 - Infectious Diseases in Movies (1)

This course introduces movies related to infectious diseases and provides opportunities to review and discuss the pathophysiology and pharmacotherapy of infectious diseases. After each movie and classroom discussion, students will recapture the signs and symptoms and disease progression, along with primary and secondary therapy for management. Students will obtain indirect but in-depth experience on the outcomes in the community or to individuals due to infectious diseases.

PHRM 950 - Life-Long Learning (LLL) and Medication Therapy Management (MTM) in Pharmacy (2)

Provides life-long learning strategies to medication therapy management (MTM) in an outpatient pharmacy practice through selected pharmacy patient case presentations. Students will use team-based learning (TBL), an instructional active learning approach that utilizes life-long learning strategies, to solve cases. The selected pharmacy patient cases may include, but are not limited to asthma, COPD, diabetes, dyslipidemia, hypertension, osteoarthritis, rheumatoid arthritis, Heart failure, and depression. Students will complete MTM training via MTM platforms such as MTM outcomes. Students practice the MTM with using their knowledge and skills to provide quality care, and thus reflect the values of serving passion, patient-centered care, communication and collaboration, and life-long learning.

PHRM 991 - APPE - Acute Care (5)

Allows students, under the supervision of a preceptor, exposure and experience in the comprehensive treatment and inpatient management of disease states of adult patient populations admitted to a hospital or other institutionalized setting with common acute or chronic conditions. An acute care APPE can include experiences in internal medicine or family medicine. Students engage in practice management; practicing as part of an interprofessional team; direct patient care activities including obtaining and recording patient medical and medication histories, developing and updating patient therapeutic plans, monitoring lab values, and assessing for drug interactions and adverse drug reactions; interacting with other healthcare providers, and providing education to patients and other health care professionals.

PHRM 992 - APPE - Hospital Practice (5)

Provides student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient-centered care in an institutional setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of clinical intervention and the steps necessary to execute

those interventions effectively in a multidisciplinary team. Students engage in pharmacy operations management; services associated with automated drug distribution and control; contribution to quality improvement programs and patient safety provisions at the site; active participation in the pharmacy services provided by the department including evaluating medication orders, assessing patient drug therapy, creating pharmaceutical care plans, recording medication histories, medication reconciliation, discharge counseling; participating in formulary processes; as well as developing an understanding of interdepartmental relationships within the institution and health system.

PHRM 993 - APPE - Community Practice (5)

Provides student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient centered care in a community practice setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of therapeutic intervention and the steps necessary to execute those interventions effectively. Students engage in pharmacy operations management; assessing drug therapy, evaluating and solving drug-related problems, managing medication histories, dispensing medication orders, recommending appropriate prescription and nonprescription therapy and alternative treatments, patient counseling and interacting with patients as a primary health care source, as well as participating in health screenings and patient education and wellness programs.

PHRM 994 - APPE - Ambulatory Care Practice (5)

Allows students, under the supervision of a preceptor, the opportunity for substantial exposure and experience in the comprehensive treatment of patients in a general or specialized outpatient setting. The primary focus of the APPE is the medication management and general care of patients with chronic medical conditions. Clinics include but are not limited to diabetes, anticoagulation, asthma, dyslipidemia, and hypertension. Students engage in practice management; direct patient care activities including obtaining and recording patient medical and medication histories, drug therapy assessment for problems and appropriateness, developing pharmacy care plans or recommendations, documenting interventions, comprehensive patient counseling, monitoring therapeutic outcomes in various population groups; interacting with other healthcare providers, and providing education to patients and other health care professionals.

PHRM 995 - APPE - Elective I (5)

Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice area (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum.

PHRM 996 - APPE - Elective II (5)

Each student will be required to complete two 6- week elective APPE rotations during their fourth year. Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice area (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum. This is the second of a two-course series.

PHRM 997 - Board Preparation I (2)

Provides students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. This is the first of a three-course series.

PHRM 998 - Board Preparation II (1)

Provides students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. This is the second of a three-course series.

PHRM 999 - Board Preparation III (1)

Provides students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. This is the third of a three-course series.

PHIL - PHILOSOPHY**PHIL 251 - Survey of Contemporary Ethics (3)**

Provides a general overview of ethical theory and contemporary issues. Students will explore ethical theories including religion and global ethics, egoism, altruism and the social contract, utilitarianism, deontology, and feminist ethics. Students will also develop an expanded knowledge base of contemporary ethical issues including euthanasia, abortion, sexual morality, same-sex marriage, equality and discrimination, structural racism, economic justice, global distributive justice, punishment and the death penalty, environmental ethics, animal ethics, violence, and war.

PHIL 340 - Critical Thinking (3)

Develops students' critical thinking and analytical reasoning skills. Students demonstrate the ability to make sound judgments, analyze arguments, evaluate the credibility of claims, and reflect on their own thinking. Topics include cognitive development, decision-making, emotional intelligence, deductive and inductive reasoning, formal and informal logic, rhetorical strategies, and logical fallacies.

This course is equivalent to PHIL 341

PHIL 341 - Critical Reasoning (3)

Differentiates and analyzes the understanding, recognition, and construction of critical thinking. Emphasis on critical thinking and perception, cognitive development, decision making, emotional intelligence, deductive and inductive reasoning, formal and informal logic. Designed to improve critical thinking in written and spoken arguments by applying established modes of reasoning, analyzing rhetorical strategies, evaluating logical fallacies, and detecting propaganda techniques.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

PHIL 350 - Organizational Law and Ethics (3)

This course explores the ethical and legal issues within healthcare organizations. Students will engage in ethics case studies and explore current events to focus on the nature of rights in ethical discourse, analyze ethical and legal health care issues such as physician-assisted suicide, advance directives, reproductive health, organ donation, cloning, genetics, and human enhancements.

PHIL 434 - Medical Ethics and Issues (3)

Introduces biomedical and health care ethics. Topics include a wide range of subjects such as research involving humans and animals, human genetics, reproduction, death and dying, organ transplantation, public health, biotechnology, and bioscience. Designed to help students understand how health care professionals and consumers make difficult health care choices for their patients, their loved ones, and themselves.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

PHIL 435 - Methods of Conflict Resolution (3)

Examines methodologies, concepts, and behaviors necessary to analyze and resolve conflict. Guides students to acquire and develop the skills necessary to effectively respond to, negotiate through, and prevent conflict in social and professional situations.

Offered: 45.

PHYS - PHYSIOLOGY

PHYS 261 - Human Physiology (4.0)

Provides an in-depth introduction to the physiology of the human body. Provides students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. Organ systems are studied with respect to their interactions under normal and abnormal conditions. Major topics include cell function, tissues, organization of the human body, and physiology of all body systems. Laboratory experiences reinforce concepts studied in lecture and introduce students to clinical techniques.

Prerequisite: ANAT 260 or the equivalent. Offered: 4.0 Semester Credits: 3.0 Credits Theory and 1.0 Credit Lab.

PHYS 261D - Human Physiology (3)

Provides an in-depth introduction to the physiology of the human body. Provides students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. Organ systems are studied with respect to their interactions under normal and abnormal conditions. Major topics include cell function, tissues, organization of the human body, and physiology of all body systems.

Prerequisite: ANAT 260D and PHYS 261L or the equivalent. Offered: 81.

PHYS 261L - Human Physiology Lab (1.0)

This laboratory course reinforces concepts studied in and introduces students to clinical techniques that reinforce concepts covered in PHY 261D lecture.

Prerequisite: ANAT 260, PHYS 261D, or the equivalent. Offered: 1.0 Semester Credits.

PHYZ - PHYSICS

PHYZ 201 - Physics with Lab (4)

This course is an introduction to physics primarily for liberal arts and health science majors that will give students a fundamental understanding of the basic laws of nature and their impact on our health and our universe. The course will explore basic concepts in classical mechanics (matter, motion, work, energy), thermodynamics (temperature and heat), electricity and magnetism, light and optics, and some elements of modern physics (nuclear radiation). Students will develop analytical thinking by learning problem-solving techniques and by observation and application in online lab sessions.

PSYC - PSYCHOLOGY

PSYC 160 - Introduction to Psychology (3)

Examines basic psychological concepts, such as the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories. Presents an introduction to the issues, methods, and descriptions of psychology. Discusses individual and social problems of everyday life through the viewpoints and methods of modern scientific psychology. Examines the psychological processes through which people deal with the challenges of everyday life.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

PSYC 200 - Emotional Intelligence (3)

Identifies personal emotional intelligence (EQ) skills which can be developed into strengths. Analyzes strategies to calculate and improve EQ and explores what factors and triggers influence EQ scores. Explores self-awareness strategies, self-management strategies, relationship management strategies, and social awareness strategies.

Offered: 45.

PSYC 290 - Life Span Psychology (3)

Covers basic concepts and theories of child and adult development. Study's findings from classic as well as recent studies of physical growth, brain development, perception, language, cognitive development, social interaction, emotional, personality, and moral development. Interplay between an individual's biology with the environment, family, and culture is discussed. Covers topics in seven major periods of life: prenatal, infancy, preschool, school-age, adolescence, adulthood, and old age/death.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: PSYC 160 or the equivalent. Offered: 45.

PT - PHYSICAL THERAPY

PT 700 - Physical Therapy Professionalism (2)

The purpose of this course is to prepare students for interdisciplinary practice and provide foundational professionalism skills that will be used throughout the curriculum and their professional careers. This course provides the student with an overview of the history and development of modern-day physical therapy in the United States, the professional roles of practicing physical therapists, and the application of reflective practice. Core physical therapy documents are examined in depth and include the APTA Code of Ethics, Core Values, and Guide for Professional Conduct. Topics of application include communication (verbal, nonverbal, and written), individual and cultural differences, leadership skills, professional behavior and abilities, and responsibility for professional development.

Prerequisite: Acceptance into the DPT Program. Offered: 30.

PT 701 - Foundation Sciences: Human Anatomy (4)

This course is designed to develop a foundational base of and appreciation of anatomy. Knowledge of human anatomy is essential for physical therapists to make clinical decisions regarding examination, evaluation, diagnosis, prognosis, and development of a plan of care for patients and clients. This course is an in depth study of the human body through lecture, laboratory and small

group discussion to build these foundational skills. Content will include musculoskeletal, circulatory, and central and peripheral nervous systems. Students will be expected to apply the knowledge gained in this course to all subsequent physical therapy courses. A regional approach is aided by specimens, models, and multimedia.

Prerequisite: Acceptance into the DPT Program. . Offered: 90.

PT 704 - Clinical Skills I: Foundations of Physical Therapy Practice (4)

This is the first course in the clinical skills series designed to introduce students to the clinical sciences and prepare students for direct patient care. In this course students will learn and apply concepts that are basic to the practice of physical therapy. This course will focus on the development of skills for clinician safety, including infection control and body mechanics that will be necessary throughout the program. The course will introduce the fundamental psychomotor components of patient care such as bed mobility, transfers, gait training and wheelchair mobility while reinforcing both clinician and patient safety. Other topics that will be considered are the principals of physical therapy examination and intervention, communication, documentation, legal issues and psychosocial issues of physical therapy practice.

Prerequisite: Acceptance into the DPT Program. Offered: 90.

PT 706 - Ethicolegal Issues in Healthcare and IPE Collaboration (3)

This course examines current issues and trends in the law and ethics of physical therapy, and physical therapy clinical management. Specific topics include: (1) health care malpractice, business, contract, criminal, and educational law concepts and cases; (2) informed consent; and (3) APTA ethics and state practice act mandates. This course also provides a comprehensive overview of physical therapy ethics. Students must distinguish moral, ethical and legal duties in practice, analyze the APTA's core values, Code of Ethics and Guide for Professional Conduct, and compare and contrast professional association ethical standards and state licensing board ethical standards. The four foundational biomedical ethical principles of beneficence, non-maleficence, autonomy and justice are examined and applied to practice. This course will serve as an introduction to the Interprofessional Healthcare series of courses.

Prerequisite: Successful completion of all trimester one physical therapy courses. . Corequisite: None. Offered: 45.

PT 707 - Musculoskeletal Physical Therapy I (5)

This course is designed to prepare the student for the physical therapy management of musculoskeletal disorders. Commonly seen orthopedic conditions of the cervicothoracic spine and upper extremity are presented within a pain sciences and clinical reasoning framework. Information regarding an evidence-based approach to critical thinking and application of psychomotor skills relative to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment will be emphasized. Students will be assisted in recognizing orthopedic conditions which require referral for further examination and treatment.

Prerequisite: Successful completion of all trimester two physical therapy courses. . Offered: 105.

PT 708 - Cardiopulmonary and Vascular Physical Therapy (3)

This course focuses on current and evidence-based concepts in rehabilitation of patients with cardiovascular and pulmonary disease. The course will include a discussion of cardiovascular and cardiopulmonary conditions commonly seen in physical therapy practice, relative to diagnosis, medical and surgical management, and the potential for recovery for selected acute and chronic conditions across the lifespan.

Prerequisite: Successful completion of all trimester two physical therapy courses. . Corequisite: None. . Offered: 45.

PT 710 - The Socio-Cultural Aspects of Human Interaction (2)

General principles of human interaction, communication, and relationships are presented, including self, professional-patient, and interdisciplinary strategies for understanding adaptations to disease and disability. The content of the course includes discussion of health disparities and social determinants of health, health literacy, and issues of healthcare access. The student will develop skills needed to be culturally competent in physical therapy practice.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 30.

PT 712 - Neuromuscular Physical Therapy I (5)

The first of two courses in this series, this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction. Students will apply the elements of patient management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment to the patient with neuromuscular dysfunction (across the lifespan). The emphasis in this first course will be on motor control, motor learning and motor development principles followed by the management of patients with neurological dysfunction using a case studies approach.

Prerequisite: Successful completion of all trimester three physical therapy courses. . Offered: 105.

PT 713 - Foundation Sciences: Neuroscience I (3)

This course is designed in a progressive manner. Students will first learn basic neuroanatomical and brain vascular structures, their relationships to other neuroanatomical structures as well as basic neuroembryology, neurohistology, and neurophysiology. Next, students will learn regional neuroanatomy and the main function of each regional structure, building on their new knowledge of neuroanatomy using case histories as a learning tool. By the end of this course, the student will gain the necessary knowledge to proceed to Neuroscience II.

Prerequisite: Successful completion of all trimester two physical therapy courses. . Offered: 45.

PT 714 - Clinical Skills II: Physical Therapy Examination (3)

This the second course in the clinical skills series designed to provide students with experiences to develop skills for the physical therapy examination processes in a variety of settings. These foundational skills will be utilized in all upcoming systems based courses as students will continue to develop clinical examination and evaluation skills.

Prerequisite: Successful completion of all trimester one physical therapy courses. . Offered: 75.

PT 716 - Critical Inquiry: Research Methods and Biostatistics (3)

This course introduces the student to biostatistics, and will cover such topics as descriptive statistics, probability distributions (normal & binomial), sampling distributions, interval estimation, confidence intervals, hypothesis testing, and one and two-sample t-tests.

Prerequisite: Successful completion of all trimester one physical therapy courses. . Offered: 45.

PT 717 - Musculoskeletal Physical Therapy II (5)

This course is designed to prepare the student for the physical therapy management of musculoskeletal disorders. Commonly seen orthopedic conditions of the lumbar spine and lower extremity are presented within a pain sciences and clinical reasoning framework. Information regarding an evidence based approach to critical thinking and application of psychomotor skills relative to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment will be emphasized. Students will be assisted in recognizing orthopedic conditions which require referral for further examination and treatment.

Prerequisite: Successful completion of all trimester three physical therapy courses. .

PT 719 - Physical Therapy Experience (5)

The first of four clinical education courses; this course is designed to facilitate socialization of DPT students to the clinical environment and to apply knowledge and basic skills developed in the curriculum. Students will participate in direct patient care under the supervision of clinical faculty members. Student activities may include, but are not limited to: patient examination and treatment, patient and family education, article presentations, and other aspects of patient care.

Prerequisite: Successful completion of all DPT trimester four courses. . Offered: 240.

PT 720 - Foundation Sciences: Applied Biomechanics (2)

A required course that provides a foundational understanding of basic biomechanical principles including Newtonian physics, emphasizing the biomechanics of human tissue and the body as a whole, together with methods of human motion analysis.

Prerequisite: Admission to the Doctor of Physical Therapy Program. Offered: 45.

PT 722 - Neuromuscular Physical Therapy II (5)

The second of two courses in this series; this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction. Students will incorporate and build upon concepts and skills developed in the first course. Emphasis will be placed on using an evidence-based approach to develop knowledge and skills in managing a variety of common conditions, including spinal cord injury, cerebrovascular accident, vestibular dysfunction, ALS/MS, traumatic brain injury, and multi-system neurologic conditions. Age-related neurodegenerative diseases such as AD and PD will also be addressed. The second half of this course will emphasize management of patients with neuromuscular dysfunction from infancy developing towards adulthood.

Prerequisite: Successful completion of all trimester four physical therapy courses. . Offered: 120.

PT 723 - Interprofessional Healthcare (1)

Students will participate in on-line activities relating to a patient care case study that involved interprofessional cooperation. The student must post an eight to ten-page analysis (self-reflective component) of their experiences gained (or not gained, and why) from interacting with other health care providers in treatment of the client. Students will be expected to post an initial response and respond to at least two other posts from fellow students on a weekly basis. Other assignments as determined by faculty.

This is an online course.

Prerequisite: Successful completion of all trimester eight physical therapy courses. . Offered: 15.

PT 724 - Clinical Skills III: Therapeutic Exercise and Physical Agents (4)

The third course in the clinical skills series. It is designed to provide students with an overview of basic principles related to therapeutic exercise and therapeutic agents. This includes acute and chronic physiologic adaptation to aerobic and anaerobic exercise and therapeutic agents. The impact various disease states have on exercise capacity will also be explored. In addition, the application of therapeutic exercise prescription and therapeutic agents and medical documentation will be emphasized as related to pathologic conditions commonly seen in physical therapy practice.

Prerequisite: Successful completion of all trimester 2 Physical Therapy courses. . Offered: 90.

PT 725 - Evidence-Based Practice I (2)

This is the first in a three-course sequence in evidence-based practice that provides students with the foundational knowledge and skills necessary to conscientiously, explicitly, and judiciously use current best evidence in making clinical decisions. This course builds on the information from the critical inquiry series. The course focuses on the components of evidence-based practice, formulating answerable clinical questions, and accessing and performing critical appraisals of evidence relevant to clinical practice.

Prerequisite: Successful completion of all trimester two physical therapy courses. . Offered: 30.

PT 726 - Foundational Sciences: Kinesiology/Pathomechanics (4)

This course will examine the study of human posture and the application of a functional movement analysis for patient assessment. Anatomical, structural, and functional properties of human connective, muscular, and nervous tissue as well as skeletal structures will be reviewed with an emphasis on functional assessment. Emphasis will also be placed on biomechanical, neuroregulatory, and muscular influences upon normal and pathological motion.

Prerequisite: Successful completion of all trimester one physical therapy courses. . Offered: 75.

PT 728 - Evidence-Based Concepts of Musculoskeletal Imaging (2)

This course will examine the clinical relevance of imaging as it pertains to musculoskeletal imaging. A combination of mechanistic and clinical reasoning approaches will be utilized to assist the future physical therapist in determining the need for appropriate imaging, understanding imaging findings as they pertain to normal and abnormal characteristics, and its relevance to the patient's chief complaint. Included will be discussions on various types of imaging such as plain film radiographs, magnetic resonance imaging, computerized tomography scans, and diagnostic ultrasound. A systematic approach will be used to examine normal and pathologic anatomy of the spine and major peripheral joints. Emphasis will also be placed on appropriateness of when to seek imaging, and the clinical management in the presence of abnormal findings.

Prerequisite: Successful completion of all trimester four physical therapy courses. . Offered: 30.

PT 729 - Clinical Internship I (13)

The first of three extended clinical internships, this course is designed to incorporate the knowledge and skills obtained during the final didactic portion of the curriculum and will build on the first clinical experience course. Students will participate in direct patient care while under the supervision of clinical faculty. It is anticipated that the student PT will be able to demonstrate significant progress on many of the clinical criteria leading towards the entry-level performance expected of students by the completion of the DPT degree program.

Prerequisite: Successful completion of all DPT trimester six courses. . Offered: 600.

PT 730 - Introduction to Management, Advocacy and Health Promotion (2)

This first half of this course will provide an overview of the concepts management and leadership, business development, and financial planning and responsibility while focusing on APTA's code of ethics, the health needs of society, and the core values of social responsibility. The remainder of the semester will focus on using skills of advocacy and leadership towards health promotion, health education, and wellness. A variety of theoretical frameworks will be explored to provide the foundation for developing strategies to identify current health information and promotion issues, identify and challenge paradigms related to health and healing, and facilitate changes in behavior that lead to more effective patient-practitioner collaborative relationships and improve patient health and outcomes.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 30.

PT 731 - Foundation Sciences: Physiology/Histology (4)

A clinical approach to physiological systems most relevant to the practice of physical therapy. Content relates to the normal and abnormal muscle and nerve physiological function, growth and repair of bone and soft tissue, cardiopulmonary system functions, nutrition and digestion, endocrine regulation of metabolism, homeostasis and kidney function. Content includes the microscopic and submicroscopic structure of mammalian tissue.

Prerequisite: Acceptance into DPT Program. . Offered: 60.

PT 732 - Pharmacotherapy (3)

This course will introduce basic pharmacological concepts such as pharmacokinetics and pharmacodynamics, and will explore the potential impact of prescribed and over the counter (OTC) drugs on the outcome of physical therapy interventions. The course will also emphasize current best evidence regarding medications/drugs and their use in treating conditions commonly seen in physical therapy practice.

Prerequisite: Successful completion of all trimester three physical therapy courses. . Offered: 45.

PT 734 - Clinical Skills IV: Physical Therapy Evaluation I: Focused Guidance (3)

This course will cover the elements of patient/client management with a focus on components of an examination and the development of the evaluation-diagnosis-prognosis process. Classroom session with mock patient case scenarios will emphasize examination skills with refinement of psychomotor skills learned during the first year. The evaluative process will utilize the International Classification of Functioning and Disability (ICF) as the primary process for making a diagnosis and developing the prognosis/ plan of care. The course also includes: documentation, history taking, examination tests and measures, outcome tools, outcome assessments, and inter- professional collaboration during evaluation/diagnosis/and prognosis.

Prerequisite: Successful completion of all trimester four physical therapy courses. . Offered: 45.

PT 735 - Evidence-Based Practice II (2)

The second in a three course series, this course builds on all previous course work in EBP and is designed to prepare physical therapy students with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their clinical rotations. This course will prepare students to find, appraise, and integrate evidence for clinical decision-making, with particular emphasis on prognosis for a given patient, and the effectiveness of clinical interventions.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 30.

PT 739 - Clinical Internship II (13)

The second clinical internship course is designed to incorporate knowledge and skills obtained and enhanced during the first clinical physical therapy experience (PT 719). Students will participate in direct patient care while under the supervision of clinical faculty. It is anticipated that the student PT will be able to demonstrate near entry-level performance on most of the clinical skills by the end of this clinical experience. This is a full time clinical experience.

Prerequisite: Successful completion of all trimester seven physical therapy courses. . Offered: 600.

PT 740 - Prosthetics and Orthotics (2)

This course focuses on care of the patient who has had an amputation or condition that requires external support, including care related to underlying conditions and co-morbidities. Topics such as care of residual limb, prosthetics and orthotics, and associated care and training will be discussed.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 30.

PT 743 - Foundation Sciences: Neuroscience II (3)

This course is designed in a progressive manner. Students will build on the basic knowledge that was obtained in Neuroscience I. Students will learn system neuroscience which focuses on how the regional brain structures connect and function as integrated sensory, motor, cognitive, and emotional processes, using case histories as a learning tool.

Prerequisite: Successful completion of all trimester three physical therapy courses. . Offered: 60.

PT 744 - Clinical Skills V: Physical Therapy Evaluation II: Independent Evaluation (3)

This is the fifth and final of the clinical skills series courses which builds on the examination, evaluation, and screening knowledge and skills introduced in previous courses. The focus in this course is on differential diagnosis/physical assessment as it applies to physical therapy across multiple systems. Students will be expected to demonstrate emerging skills in the ability to evaluate the patient and provide a plausible diagnosis or clinical assessment and participate in online case based discussion with different healthcare providers in an interprofessional healthcare environment.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 60.

PT 749 - Clinical Internship III (13)

This final supervised clinical education course is designed to incorporate knowledge and skills obtained and enhanced during the first two clinical Internships. This internship is designed as a culminating clinical experience focusing on the full development of entry-level competence by the end of the course.

Prerequisite: Successful completion of all trimester eight physical therapy courses. . Offered: 600.

PT 751 - Foundation Sciences: Pathophysiology (3)

This course expands on concepts introduced in anatomy, physiology and neuroscience, and will focus on pathophysiology and diseases frequently seen in physical therapy practice.

Prerequisite: Prerequisite: Successful completion of all trimester one physical therapy courses. . Offered: 45.

PT 780 - Advanced Physical Therapy Research (2)

Elective course that provides an opportunity for students to deepen their knowledge and skills in physical therapy research. Builds on students' prior knowledge from the Critical Inquiry and Evidence Based Practice Series. Students will identify a research topic, complete the relevant literature review, articulate research question, collect and analyze relevant data.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 60.

PT 781 - Advanced Orthopedic Physical Therapy (2)

Elective course that provides advanced knowledge and skills for students who have a desire to pursue orthopedic physical therapy. Builds on previously acquired knowledge gathered in the program and focus on advanced topics in orthopedic examination and intervention. Allows students to perform a variety of manual therapy and therapeutic exercise techniques, including neurodynamic mobilization, joint mobilization, soft tissue mobilization, muscle performance training, and motor control training techniques and will provide students with a thorough understanding of modern pain science and the psychosocial implications of acute and chronic pain conditions. Increases awareness of advanced orthopedic examination and intervention techniques and pain science and the application to physical therapy management within a patient-centered biopsychosocial framework.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 60.

PT 782 - Advanced Neuromuscular Physical Therapy (2)

Elective course that provides advanced knowledge and skills for students interested in pursuing neurological physical therapy. Builds on prior knowledge from the Neuromuscular course sequence and focus on advanced topics in neuromuscular examination and intervention. Increases awareness of advanced neuromuscular examination and intervention techniques and the application to physical therapy management within a patient-centered biopsychosocial framework.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 45.

PT 783 - Advanced Pediatric Physical Therapy (2)

Elective course that enables students interested in pursuing pediatric practice to further develop the knowledge and skills specific to physical therapy in pediatrics. Builds on previously acquired knowledge gathered in the program and focus on advanced topics in pediatrics. Explores the psychosocial aspects of care for infants and families as well as the roles of the physical therapist as part of an interdisciplinary health care team.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 45.

PT 784 - Advanced Cross-Cultural Service Learning (2)

Elective course that provides an opportunity to enhance the knowledge and skills for patient centered care within a culturally diverse setting. During the lab sessions, students will apply evidence based physical therapy practice (including synthesis of interview and examination findings, and development of a comprehensive plan of care) through multiple visit case studies, enhancing their understanding of physical therapy progression and adaptation of interventions. Through service learning, students will engage in interprofessional interactions with other healthcare and community professionals.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 45.

SCI - SCIENCE

SCI 210 - Survey of Science and Technology (3)

Examines the use and impact of science and technology across multiple disciplines. Emphasizes analysis of scientific and technological research and advancements utilized in medicine and business. Students engage in case studies and real-world scenarios to highlight the practical application of science and technology in everyday life.

SOC - SOCIOLOGY

SOC 280 - Sociology (3)

Questions basic sociological concepts, such as socialization and culture; social organizations; stability and change in societies; cooperation and conflict among human groups; religious, political, economic, technical, and scientific institutions. Sociological concepts and issues as culture and subculture; development of the self; gender and age roles; social class and caste; groups, communities, collectivities, and organizations; deviance; racism; human institutions: family, religion, education, government, economics; and population change in society are discussed.

Prerequisite: None. Offered: 45.

SOC 270 - Principles of Sociology (3)

Introduces sociological concepts to assist students in analyzing concepts such as socialization and culture, stability and change in societies, cooperation and conflict, religion, and political, economic, scientific, and technical institutions. Sociological concepts and issues including culture and subcultures are covered.

Course is equivalent to SOC 280

SPCH - SPEECH

SPCH 140 - Public Speaking (3)

Establishes public speaking skills by requiring students to deliver various types of speech, including informative, persuasive, and special occasion. Examines communication theory, research, and communication best practices. Supports students becoming critical consumers of communication.

Course is equivalent to SPCH 142

SPCH 142 - Oral Communication (3)

Evaluates the construction, delivery, and analysis of public speaking. Students present several speeches to the class. Communication theory, research, and best practices are discussed in relation to persuasion, ethos, pathos, logos, logical fallacies, audience analysis, language choice, nonverbal messages, culture and communication, visual aids, listening, supporting materials, organizational patterns, evaluating research, and speech delivery. Different types of speeches are studied, such as informative, persuasive, special occasion. Students become critical consumers of communication.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

SLP - SPEECH LANGUAGE PATHOLOGY

SLP 500 - Phonological Sciences with Lab (3)

Study of the descriptive, physiological, and acoustic phonetics along with the phonological rules and processes of American English. Anatomy and physiology of the oral structures, pharyngeal structures and neurological basis of speech will be reviewed. The lab includes application of the International Phonetic Alphabet (IPA) to the American English language including an analysis of the production of sound both in isolation and connected speech.

SLP 502 - Language Development with Lab (3)

Focuses on the neurological basis of language, language acquisition, development of the components of language, phonology, morphology, syntax, semantics, and pragmatics. The lab includes practical application of typical versus atypical language development.

SLP 504 - Guided Observation and Clinical Procedures with Lab (2)

Focuses on clinical procedures through prebrief, observation, and debrief methods. Includes guided observation associated clinical methods in a variety of simulated speech-language pathology settings. The lab includes experience with using speech and language observation forms, writing mock patient reports, and assessing appropriate and related clinical methods of communication deficits (receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in infants as well as preschoolers. Topics include associated anatomical and physiological structures, social communication, syndrome identification, assessment; language sample collection procedures; language skills development and early intervention therapeutic strategies. The lab will integrate the practical application of theoretical knowledge.

SLP 506 - Clinical Audiology with Lab (3)

Introduces clinical audiology and hearing disorders. Focuses on the neurological basis of hearing, psychoacoustics, anatomy and physiology of the hearing mechanism, etiology of hearing loss, and pure tone audiometry. The lab includes the practical application of pure tone audiometry as well as the anatomy and physiology of the hearing mechanism of communication deficits (receptive and

expressive language to include phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in school age children and adolescents. Topics include associated anatomical and physiological structures, identification, differential diagnoses, assessment of conceptual requisites and concrete language skills; language samples; and interactive therapeutic strategies. The lab will integrate the practical application of theoretical knowledge.

SLP 508 - Anatomy & Physiology of the Communication & Swallowing Mechanisms with Lab (3)

Study of the neural basis of swallowing, respiration, phonation, resonance, and articulation. Review of the anatomical and physiological structures that undergird communication as well as swallowing. The lab includes practical application of the structures and function to communicate and swallowing. of nature and causes of fluency and fluency disorders. Topics include, analyses of current theories and research concerning stuttering and cluttering. This course includes development of a rationale for diagnosis, case selection, and intervention. The lab will integrate the practical application of theoretical knowledge.

SLP 520 - Survey of Research with Lab (2)

Survey of the types of research conducted in communication sciences and disorders. Emphasizes integrating evidence-based research into treatment. The lab integrates the practical application of theoretical knowledge.

SLP 522 - Speech Sound Disorders with Lab & Clinical Intensive I (3)

Addresses the nature, etiology, diagnosis and clinical management of speech sound acquisition, speech sound disorders and speech sound processes and speech sound production, accent reduction, motor planning and execution across the lifespan. The lab integrates the practical application of theoretical knowledge of speech sound disorders. The clinical intensive experience includes practical application in a supervised environment provided by program faculty.

SLP 524 - Diagnostic Procedures with Lab (2.5)

Explains assessment, differential diagnosis and treatment of communication disorders, team management concepts, determination of patient strengths and limitations, documentation requirements, therapy planning, and short-term and long-term goal formulation. The lab will integrate the practical application of theoretical knowledge.

SLP 526 - Language Disorders in Infants & Toddlers with Lab (2)

Study of communication deficits (receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in infants as well as preschoolers. Topics include associated anatomical and physiological structures, social communication, syndrome identification, assessment; language sample collection procedures; language skills development and early intervention therapeutic strategies. The lab will integrate the practical application of theoretical knowledge.

SLP 528 - Language Disorders in Children with Lab (2)

Studies of communication deficits (receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in school age children and adolescents. Topics include associated anatomical and physiological structures, identification, differential diagnoses, assessment of conceptual requisites and concrete language skills; language samples; and interactive therapeutic strategies. The lab will integrate the practical application of theoretical knowledge.

SLP 530 - Fluency Disorders with Lab (2)

Study of nature and causes of fluency and fluency disorders. Topics include, analyses of current theories and research concerning stuttering and cluttering. This course includes development of a rationale for diagnosis, case selection, and intervention. The lab will integrate the practical application of theoretical knowledge.

SLP 532 - Dysphagia in Infants & Children with Lab (2.5)

Study of the nature, assessment and treatment of swallowing/ feeding disorders in infant and children. Emphasis will include anatomy and physiology of normal and abnormal swallow disorders affecting swallow function (orofacial, myology, oral, pharyngeal, laryngeal, esophageal, gastrointestinal and related functions), assessment and treatment. Course content will include the care, management and training of patients with feeding and swallowing issues. The lab will integrate the practical application of theoretical knowledge.

SLP 534 - Neurogenic Cognitive & Language Disorders with Lab (2.5)

Assesses the clinical management of the neurogenic cognitive/ language disorders with major emphasis on neuroanatomy and the physiology of abnormal states including functional changes that accompany a particular syndrome or disease. Topics include associated anatomical and physiological structures, symptoms, etiology, diagnosis and treatment of neurogenic cognitive/ language disorders across the lifespan. The lab will integrate the practical application of theoretical knowledge.

SLP 536 - Dysphagia in Adults with Lab (2.5)

Study of the nature, assessment and treatment of swallowing/ feeding disorders in adults. Emphasis will include anatomy and physiology of normal and abnormal swallow disorders affecting swallow function (orofacial, myology, oral, pharyngeal, laryngeal, esophageal, gastrointestinal and related functions), assessment and treatment. Course content will include the care, management and training of patients with tracheostomy and ventilator dependence. The lab will integrate the practical application of theoretical knowledge.

SLP 538 - Neurogenic Speech Disorders with Lab (2.5)

Study of neurological system pathologies and mechanisms affecting speech with major emphasis on neuroanatomy and pathophysiology; signs and symptoms, and etiology of speech disorders. Topics include associated anatomical and physiological structures, symptoms, etiology, diagnosis, and treatment of acquired motor speech disorders. The lab will integrate the practical application of theoretical knowledge.

SLP 540 - Foundations of Literacy Disorders with Lab (2)

Examines theories of reading acquisition and scientific based research principles that undergird literacy acquisition, development and instructional practices. Emphases will be based on the acquisition of literacy in listening, speaking, reading and writing across the life span. The lab will integrate the practical application of theoretical knowledge.

SLP 542 - Voice Disorders with Lab (2)

Study of nature and causes of voice disorders. Topics include associated anatomical and physiological structures, analyses of current theories and research concerning neurological, physiological, and psychological bases of voice disorders. This course also includes development of a rationale for diagnosis, case selection, and intervention. The lab will integrate the practical application of theoretical knowledge.

SLP 544 - Medical Speech Language Pathology with Lab (2.5)

Emphasizes interprofessional collaboration in evaluation, diagnosis, and treatment of patients in a medical setting. Course content will emphasize skills necessary to work in acute, in-patient, and out-patient medical settings including documentation, infectious disease precautions and a medical terminology module. The lab will integrate the practical application of theoretical knowledge.

SLP 546 - Aural Rehabilitation with Lab (2)

Study of the theoretical and methodological approaches to aural (re)habilitation of children and adults with impaired hearing. Topics include use of amplification, communication methods, speech

reading, assistive listening devices, auditory training, and interprofessional case management. The lab will integrate the practical application of theoretical knowledge.

SLP 548 - Augmentative & Alternative Communication with Lab (2)

Study of the assessment and treatment of augmentative and alternative communication (AAC). The course content will emphasize cognitive disorders, motor speech disorders, autism, cerebral palsy and aphasia in relation to the selection and use of AAC devices. The lab will integrate the practical application of theoretical knowledge.

SLP 550 - Interprofessional Practice in Healthcare (1.5)

Introduces the foundations of interprofessional collaborative practice. Emphasis will be placed on the exploration of values and ethics for interprofessional practice, roles and responsibilities of health care providers, interprofessional communication strategies, and the development of high functioning teams in health care to improve patient outcomes.

SLP 552 - Speech Language Pathology Seminar with Clinical Intensive II (2.5)

Topics will be selected from various areas in speech language pathology, including emerging trends, methods, and other applicable approaches. Special topics in speech language pathology may be repeated provided the content is different for each course. The clinical intensive experience includes practical application in a supervised environment provided by program faculty. Prerequisite: Approval of faculty.

SLP 584 - Clinical Experience I (2.5)

Supervised clinical practice of evaluation and treatment at beginning competency levels. Progression to each subsequent course in the sequence depends on satisfactory academic standing, safe and effective clinical skills, professional development as well as proficiency with Essential Skills & Dispositions. Students will participate in a weekly clinical seminar that accompanies the clinical practicum experience.

SLP 586 - Clinical Seminar I (1.5)

Beginning level guided instruction to acquire skills related to the practical application of clinical, professional and ethical competencies needed as student undertake professional training in applied settings. Provides a forum to discuss issues related to evidence-based treatment, treatment efficacy, professional role definition, professional writing, interprofessional collaboration, essential skills/values, ethical and legal obligations.

SLP 588 - Clinical Experience II (2.5)

Supervised clinical practice of evaluation and treatment at the intermediate competency level. Progression to each subsequent course in the sequence depends on satisfactory academic standing, safe and effective clinical skills, professional development as well as proficiency with Essential Skills & Dispositions. Students will participate in a weekly clinical seminar that accompanies the clinical practicum experience.

SLP 590 - Clinical Seminar II (1.5)

Intermediate level guided instruction to acquire skills related to the practical application of clinical, professional and ethical competencies needed as student undertake professional training in applied settings. Provides a forum to discuss issues related to clinical evaluation, evidence-based treatment, treatment efficacy, professional role definition, professional writing, interprofessional collaboration, essential skills/values, ethical and legal obligations.

SLP 592 - Clinical Experience III (4.5)

Supervised clinical practice of evaluation and treatment at the advanced competency level. Progression to each subsequent course in the sequence depends on satisfactory academic

standing, safe and effective clinical skills, professional development as well as proficiency with Essential Skills & Dispositions. Students will participate in a weekly clinical seminar that accompanies the clinical practicum experience.

SLP 602 - Clinical Seminar III (1.5)

Advanced level guided instruction to acquire skills related to the practical application of clinical, professional and ethical competencies needed as student undertake professional training in applied settings. Students will apply the scientific bases of the profession to research an evidence-based treatment approach, conduct therapy, collect data, determine the efficacy and present the information.

SLP 608 - Professional Topics & Leadership (2)

Addresses topics pertinent to students entering practice including but not limited to general health laws and regulations, standards of professional practice, licensure, certification, employment pursuits, application of professional ethics to real-world situations and leadership in speech language pathology.

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Assistant Professor
Doctorate of Occupational Therapy - University of Southern California
B.S., Human Biology - University of Southern California

Duke, Kathryn, OTD, OTR/L

Assistant Professor
Doctor of Occupational Therapy - University of Illinois at Chicago
M.S., Occupational Therapy - University of Illinois at Chicago

Gantman, Diana, OTD, OTR/L

Assistant Professor
Doctor of Occupational Therapy - Rocky Mountain University of Health Professions
B.S., Occupational Therapy - University of Pittsburgh

Kang, Bryan, OTD, OTR/L

Assistant Professor
Doctor of Occupational Therapy - University of Southern California
M.A., Occupational Science and Occupational Therapy - University of Southern California
B.A., English - University of California, Los Angeles

Leizerovich, Elise, OTD, OTR/L

Assistant Professor/Capstone Coordinator
Doctor of Occupational Therapy - University of St. Augustine
M.S., Occupational Therapy - Thomas Jefferson University

Picus, Aaron, OTD, OTR/L

Assistant Professor

Doctor of Occupational Therapy - University of Illinois at Chicago

M.S., Occupational Therapy - University of Illinois at Chicago

B.S., Public Health - Tulane University

Sheth, Manisha, OTD, OTR/L

Assistant Professor

Post-Professional Doctorate in Occupational Science - Boston University

M.S., Occupational Therapy - University of Bombay

B.S., Occupational Therapy - University of Bombay

ORANGE COUNTY CAMPUS

General Education

Moore, Sherri, MBA, BA

Academic Dean

M.B.A., International Business Administration - Wesleyan College

B.A., Psychology - Fort Valley State University

Al- Assal, Ahmed, MD, CNIM

Associate Professor

M.B.Ch.B., Medicine - Iraq at Baghdad University

Ali, Jawad, MFA

Instructor II

M.F.A., Writing/Critical Studies - California Institute of the Arts

B.S., Physics and Minor in Comparative Literature - University of California, Irvine

Baroon, Ali, MD

Instructor II

M.D., Medical Science and Human Services - University of Copenhagen

M.S., Health Sciences - University of Copenhagen

Blezinski, Briana, MS

Instructor I

M.S., Modern Human Anatomy - University of Colorado, Denver

B.S., Physiology - University of Arizona

Entezampour, Mo, MSBS, PhD

Chair, Science; Associate Professor

Doctorate of Philosophy in Molecular Biology - University of North Texas

M.S., Molecular Biology - University of North Texas

B.S., Biology/Chemistry - North Texas State University

Jahani, Amir, MSBS

Assistant Professor

M.S., Biological Science - University of North Texas

B.S., Biological Science - North Texas State University

Jawad, Ali, MBA, MA

Instructor II

M.B.A., Marketing and Advertising - University of Saint Mary

M.A., English - California State University of Fullerton

B.A., English - California State University of Fullerton

Karimi, Susan, Ph.D.*Assistant Professor**Ph.D., Microbiology and Immunology - Indiana University**B.S., Biology - Indiana University Purdue University***Nakshbandi, Abdulla, MD***Instructor II**M.D. - University of Pec School of Medicine**M.Sc., Clinical Dermatology - University of Hertfordshire, United Kingdom***Petersen, Evan, MA***Assistant Professor**M.A., Mathematics - San Francisco State University**B.A., Mathematics - University of California, Berkeley***Pinson, Paul, MS***Instructor II**M.S., Sociology - Texas South University**B.S., Sociology and Minor in Criminal Justice - Texas South University***Poet, Anthony, PhD***Professor**Ed.D., Special Programs and Exceptional Education - Nova Southeastern University**M.A., Organizational Management - University of Phoenix**B.S., Sociology - Arizona State University***Robles, Mario, PhD***Assistant Professor**Ph.D., Pharmacology/Toxicology - University of California, Irvine**M.S., Chemistry - California State University, Los Angeles**B.A., Biology/Chemistry - University of California, Los Angeles***Sirossian, Shahrokh, MS***Assistant Professor**M.S., Chemistry - Texas Southern University**B.S., Chemistry - Huston-Tillotson University**A.S., Chemistry - Austin Community College***Song, Fengyu, PhD***Associate Professor**Ph.D., Dental Science - Indiana University, School of Dentistry**M.S., Medical Science - West China University of Medical Science**B.S., Medical Science (Dentistry) - West China University of Medical Science***Yang, Zhenyun, MSZ, Ph. D.***Associate Professor**Doctorate of Philosophy in Anatomy and Cell Biology - Indiana University**M.S., Zoology - East China Normal University**B.S., Biology Education - Suzhou Railway Teacher's College***Dental Hygiene****Hurlbutt, Michelle, RDH, MSDH, DHSc***Dean of Dental Hygiene, Associate Professor**Doctor of Health Science - Nova Southeastern University**M.S., Dental Hygiene Education - University of Missouri, Kansas City**B.S., Dental Hygiene - University of Nebraska Medical Center***Soderling, Frances, RDH, MA***Academic Administrator, Associate Professor**M.A., Occupational Studies - California State University, Long Beach*

B.S., Dental Hygiene - University of Baylor Caruth, Dallas
A.S., Pre-Dental Hygiene - Cerritos College

Schram, Jo Anne, RDHEF, MA, JD*Clinical Administrator; Associate Professor*
Juris Doctorate Degree - Kaplan University, Los Angeles
M.A., Education Administration - California State University, Dominguez Hills
B.A., Vocational Education - California State University, Long Beach
A.S., Dental Hygiene - Cerritos College

Turner, April, RDH, MSDH
National Board Success Manager, Assistant Professor
M.S., Dental Hygiene - University of Texas Health Science Center, San Antonio
B.S., Dental Hygiene - Loma Linda University

Andrews, Karen, RDH, MA
Associate Professor
M.A., Teaching and Learning with Technology - Ashford University
B.S., Dental Hygiene - University of Detroit Mercy

Chismark, Aubree, RDH, MSDH
Junior Clinic Coordinator; Associate Professor
M.S., Dental Hygiene Education - University of North Carolina
B.S., Dental Hygiene - Ohio State University

Brown, Lindsay, RDH, MPH
Senior Clinic Coordinator/Assistant Professor
M.P.H., Public Health - West Coast University
B.S., Dental Hygiene - College of Southern Nevada
A.S., Dental Hygiene - Cypress College

Donovan, Kelly, RDH, MA, EdD
Associate Professor
Ed.D., Educational Leadership, Administration and Policy - Pepperdine University
M.A., Adult Education and Leadership - University of Phoenix
B.S., Liberal Studies - Antioch University
A.S., Dental Hygiene - Cypress College

Le, Ashlynn, RDH, MA
Assistant Professor
M.A., Health Care Administration - Ashford University
B.S., Dental Hygiene - University of Southern California

Li, Stormy, RDH, MA
Associate Professor
M.A., Health Education - Teachers College, Columbia University
B.S., Education - Indiana University
A.S., Dental Hygiene - Indiana University

Medina, Laurene, RDH, MA
Senior Clinic Coordinator, Associate Professor
M.A., Occupational Studies – Vocational Education - California State University, Long Beach
B.A., Vocational Education - California State University, Long Beach
A.S., Dental Hygiene - Cerritos College

Popa, Mihaela, RDH, MBA
Junior Clinic Coordinator, Associate Professor
M.B.A., Finance - Pepperdine University
B.S., Environmental Research - University of Bucharest
A.S., Dental Hygiene - West Los Angeles College

Ross, Tracy, RDH, MEd
Assistant Professor

M.Ed., Higher Education - Kaplan University
B.A., Graphic Design - San Diego State University
A.S., Dental Hygiene - Cerritos College

Stelter, Annette, RDH, MA

Assistant Professor
M.A., Organizational Leadership - Concordia University Irvine
B.S., Dental Hygiene - University of Southern California

Torabi, Jila, RDH, MPH

Senior Clinic Coordinator, Assistant Professor
M.P.H., Public Health - West Coast University
B.S., Dental Hygiene - Loma Linda University
A.S., Dental Hygiene - Cerritos College

Nursing

Poelstra, Sherri, MSN-Ed, RN

Campus Dean, Nursing
M.S., Nursing Education - Grand Canyon University
B.S., Nursing - Grand Canyon University
B.A., Psychology - California State University, Fullerton
A.D.N. - Saddleback College

Feltro, Rebecca, DNP (C) MSN, RN

Campus Associate Director of Nursing Academics
M.S., Nursing Leadership and Management - Western Governors University
B.S., Nursing - Western Governors University
A.S., Nursing - West Coast University

Reyes, Angelo, MA

Campus Associate Director of Nursing, Administration
M.A. - Azusa Pacific University
B.S., Psychology - University of California, Riverside

Abellera, Almira, MSN/Ed, RN

Nursing, Simulation Faculty; Assistant Professor
MSN/Ed - University of Phoenix
B.S., Nursing - University of Phoenix
A.S., Nursing - Palm Beach State
A.S., Pre Dentistry - University of the East

Sanchez, Mary, BSN, PHN

Campus Manager, Clinical Relations
B.S., Nursing - Creighton University

Amirnovin, Kelli, MSN-Ed, RN

Instructor I
M.S., Nursing - Western Governors University
B.S., Nursing - Arizona State University

Artates, Evangeline, RN, PHN, CHSE

Assistant Professor
M.S., Nursing with Specialization in Education - Walden University
B.S., Nursing, California State University

Bowsfield, Kevin, RN

Instructor I
M.S., Nursing Leadership - Charles Drew University
B.A., Sociology - University of California Irvine

Brennan, Susan, MSN, RN

Instructor I

M.S., Nursing/Clinical Nurse Leader - University of San Francisco

A.S., Nursing - Saddleback College

Brown Farr, Nadine, DNP, MSN, BSN, RN

Assistant Professor

DNP, Nursing - California State University, Long Beach

M.S., Nurse- Family Nurse Practitioner - Charles Drew University Medicine and Science

Ceello-Buchanan, Candace, MSN, RN

Instructor I

M.S., Nursing Education - Grand Canyon University

B.S., Nursing - Grand Canyon University

A.D.N. - Rancho Santiago College

Caluya, Jr., Juan, MSN ED, RN, PCCN

Associate Professor

M.S., Nursing - University of Phoenix

B.S., Nursing - De Los Santos College Quezon City, Philippines

Cebedo, Melissa, DNP, MSN, RN

Instructor I

DNP - Western University of Health Sciences

M.S., Nursing - Western University of Health Sciences

A.D.N. - West Coast University

Giesler, Robert, MSN, RN, RNC-NIC, RRT

Instructor I

M.S., Nursing Education - West Coast University

B.S., Nursing - University of Phoenix

A.D.N., Nursing - Mount Saint Mary's College

Helali, Afsaneh, MSN, NP-BC, RN

Assistant Professor

M.S., Nursing, Adult Nurse Practitioner - California State University, Long Beach

B.S., Nursing - Tehran University

Hugo, Charlotte, MSN, RN-BD

Instructor I Simulation

M.S., Nursing - Walden University

B.S., Nursing - University of Santo Tomas

Kalfell, Paul D., RNC, MSN, PNP

Instructor II

M.S., Nursing/Pediatric Nurse Practitioner - California State University, Long Beach

B.S., Nursing - University of Phoenix

A.S., Nursing - L.A. Harbor College

Mercure, Patricia, MSN, RN

Manager, Clinical Faculty

M.S., Nursing - Stanbridge University

B.S., Nursing - University of Phoenix

A.D.N. - Goldenwest Community College

Motesharrei, Saeid, MSN/Ed, PICC-RN, CMSRN-RN

Instructor I

M.S., Nursing with Specialization in Education - University of Phoenix

B.S., Business Management - University of Phoenix

A.D.N.-RN., Nursing - Santa Ana College

Pierson, Ginger S., MSN, RN, CCRN, CNS

Assistant Professor

M.S., Nursing, Clinical Nursing Specialist - California State University, Long Beach
B.S., Nursing - Houston Baptist University

Rosales, Kristen, MSN, RN

Instructor I
M.S., Nursing - Chamberlain College of Nursing
B.S., Nursing - Azusa Pacific University

Roza, Amanda, MSN, RN

Instructor II
M.S., Nursing - Walden University
A.D., Nursing - Cypress College

Stanley, Marlene, MSN/Ed, PHN, RN

Assistant Professor
M.S., Nursing with Specialization in Education - University of Phoenix
B.S., Nursing - California State University, Fullerton

Thomas, Sunil, MSN, CLNC, RN

Associate Professor
 California State University, Dominguez Hills
M.S., Nursing – California State University, Dominguez Hills
 Mahatma Gandhi University
B.S., Nursing - Mahatma Gandhi University

Tran, Andrew, MSN, PHN, CEN, RN

Instructor I
M.S., Nursing (Family Nurse Practitioner) - University of Cincinnati
B.S., Nursing - West Coast University

ONTARIO CAMPUS

General Education

Lerner, Bart EdD

Academic Dean
Doctor of Education, Sport Behavior - West Virginia University
M.A. Counseling - University of Maryland
M.A., Kinesiology - University of Maryland
B.A., Psychology - University of California, San Diego

Escalante, Jesse, MS

Assistant Professor
M.S., Biochemistry and Molecular Biology - University of California, Riverside
B.S., Biochemistry - University of California, Riverside

Hilliard, Tashea, DC

Associate Professor
Doctor of Chiropractic -New York Chiropractic College
B.S., Biology / Pre-Chiropractic - Fairleigh Dickinson University
A.A., Liberal Arts - Fairleigh Dickinson University

Klager, Katherine, MA

Assistant Professor
M.A., Education - Claremont Graduate University
B.A., Communication - California State University, Fullerton

Ku, Howard, MBA

Assistant Professor
M.S., Business Administration - California State Polytechnic, Pomona

B.A., Engineering - California State Polytechnic, Pomona

Mehta, Sanskruti, MD

Associate Professor

Doctorate in Medicine - University of Debrecen, Hungary

Muldong -Hein, Amie, MA, EdD

Associate Professor

Doctorate in Educational Management - Angeles University, Philippines

M.A., Educational Leadership - New Era University, Philippines

B.S., Psychology - New Era University, Philippines

Muneeb, Omar, MS Instructor I

M.S., Analytical Chemistry - California State University, Fullerton

B.S., Chemistry - California State University, Fullerton

Saeb, Rania, MBA

Instructor II

M.Ed., Comparative and International Education - Lehigh University

B.A., Communication - San Diego State University

Williams, Valencia, PhD

Professor

Doctorate of Philosophy in Biomedical Science - University of California, Riverside

B.S., Biology - Clark Atlanta University

Youssef, Moheb, MSOS, MD

Chair, Sciences Associate Professor

Doctorate in Medicine and Surgery - Cairo University, Egypt

M.S., Orthopedic Surgery - German Medical Syndicate of Nordrhein-Westfalia

B.S., Medicine - Cairo University Medical, Egypt

Nursing

Ocampo, Vina Grace, MSN, RN, PHN

Campus Dean of Nursing

M.S., Nursing Leadership - California State University, Fullerton

B.S., Nursing - California State University, Fullerton

Hernandez de Leon, Stacey, MSN-Ed

Campus Associate Director of Nursing, Academics

MSN-Ed - University of Phoenix

B.S., Nursing - Northern Michigan University

Quiroz, Mark, MA

Campus Associate Director of Nursing, Administration

M.A., Leadership and Organizational Studies - Azusa Pacific University

B.S., Christian Ministry - Crown College

Scheu, James, MBA

Campus Associate Dean of Nursing, Clinical Education

MBA, Healthcare Administration - Loma Linda University

B.S., Business Administration - University of Phoenix

Alfonso, Edmund, MSN, RN Instructor II

M.S., Nursing - Grand Canyon University

B.S., Nursing - West Coast University

Alkhatib, Weam, APRN, PhD, MSN, CNS

Assistant Professor

PhD - Nursing Education - University of San Diego

M.S., Clinical Nursing Practice - Critical Care - University of Jordan, Amman-Jordan
B.S., Nursing Science - Applied Science University, Amman-Jordan

Barrera, Allie, MSN, BA

Instructor I

M.S.N., Administrative Nurse Leadership - Western University of Health Sciences
B.A., Education - California State University, Long Beach
IBCLC - University of California, San Diego

Camagong, Crystal, MSN-Ed, RN

Manager, Clinical Faculty

M.S., Nurse Educator - West Coast University
B.S., Nursing - University of Phoenix

Colletti, Brandy, MSN-Ed, MBA/HCM, PHN RN

Assistant Professor

MSN, Education - University of Phoenix
MBA, Health Care Management - University of Phoenix
B.S., Nursing - Azusa Pacific University

Costea, Criscelle, MSN-Ed, RN

Manager, Clinical Faculty

M.S., Nursing Education - University of Texas at Arlington
B.S., Nursing - University of Texas at Arlington
A.D.N. - Rio Hondo College

Dominguez, Brandon, MSN, RN

Instructor I

M.S., Nursing - Western Governors University
B.S., Nursing - Western Governors University
A.S., Nursing - Riverside Community College

Emerson, Rhonda, MSN, PHN, BSN, RN

Instructor II

Master of Science in Nursing & Healthcare Administration - University of Phoenix
B.S., Nursing - University of Phoenix

Espinoza, Laura, MSN, RN, FNP

Instructor I

M.S., Nursing – Family Nurse Practitioner - California State University, Long Beach
B.S., Nursing - Pacific Union College, Angwing
A.S., Nursing - East Los Angeles College

Estona, Michael, MSN-Ed, RN

Instructor I

M.S., Nursing - West Coast University
B.S., Nursing - West Coast University

Gallardo, Gabriel, MSN, BSN, RN

Instructor I

M.S., Nursing - Colorado Technical University
B.S., Nursing - University of Texas Arlington

Garcia-Maldonado, Patricia, MaED

Manager of Clinical Operations, Nursing

MaEd, Education - University of Phoenix
B.S., Business Administration - University of Phoenix
B.S., Human Resource Management - University of Phoenix

Gilmore, Cynthia, RN, CNM*Instructor I*

M.S., Nursing - University of Southern California
B.S., Nursing - University of Southern California
A.S., Nursing - College of the Canyons

Gonzalez, Danette, MSN-Edu, RN

Instructor II

M.S., Nursing - Western Governors University

B.S., Nursing - University of Phoenix

Howard, Roberta Amie, MSN, RN, CNL

Instructor I

M.S., Nursing - University of San Francisco

B.A., Biology - San Francisco State University

Jackson, Carrie, MSN, RN *Instructor I*

M.S., Nursing - Grand Canyon University

B.S., Nursing - California Baptist University

Jones, Hannah, BA

Manager, Clinical Relations

B.A., Sociology - California State University, Fullerton

A.A. - Orange Coast College

Jorgenson, Tiffany, MSN, RN, PHN

Instructor I

M.S., Nursing - California State University, San Bernardino

B.S., Nursing - West Coast University

Lucas, Jr., Milton, AGAC-NP, MSN, PHN, BSN

Manager, Clinical Faculty

M.S., Nursing - West Coast University

B.S., Nursing - West Coast University

Manego, Suparpun, MSN, RN

Instructor II

M.S., Nursing - Azusa Pacific University

B.S., Nursing - West Coast University

McAlpin, Rochelle, PhD, MSHA, MSN-Ed, RN, PHN

Manager, Simulation Center

PhD, Nursing - University of Phoenix

M.S., Healthcare Simulation - California State University, Dominguez Hills

B.S., Nursing - California State University, Dominguez Hills

A.S., Nursing - Rio Hondo Community College

Muhammad, Vonda, MSN-Ed., RN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - Spaulding University

Resurreccion, Ligaya, MSN-Ed, RN

Instructor II

M.S., Nursing - University of Phoenix

B.S., Nursing - University of Phoenix

A.S., Nursing - University of Phoenix

Robinson, Ora, PhD, RN, CNE *Assistant Professor*

PhD, Human Services - Capella University

M.S., Nursing - University of Wisconsin

B.S., Nursing - University of Wisconsin

Saldana, Leticia, MSN, RN *Instructor II*

M.S., Nursing Leadership and Management - Walden University

School Nurse Credential/Special Teaching Authorization in Health - California State University, Fullerton

B.A., Human Development and Family Studies - California Baptist University

Shimizu, Ryan, MSN, RN*Instructor I**M.S., Nursing* - Western University of Health Sciences*B.S., Health Promotion and Disease Prevention* - University of Southern California**Silva, Angelica, MSN, RN***Instructor I**M.S., Nursing* - University of Phoenix*B.S., Nursing* - University of Phoenix*A.D.N.* - Mount St. Mary's College**Smith, Shauna, MSN, RN***Instructor II**M.S., Nursing* - Walden University*A.S., Nursing* - Mt. San Jacinto Community College**Smith, Terri, MSN, RN***Instructor II**M.S., Nursing* - University of Phoenix*B.S., Nursing* - University of Phoenix*A.S., Nursing* - Saddleback College**Wolff, Lisa, MSN, RN***Instructor I**M.S., Nursing* - Azusa Pacific University*B.S., Nursing* - University of Washington Bothell*A.S., Nursing* - Riverside Community College**MIAMI CAMPUS*****General Education*****Leonida, Marta, MBA, MHRM, MS***Academic Dean**M.B.A.* - Keller Graduate School of Management, DeVry University*M.H.R.M.*, - Keller Graduate School of Management, DeVry University*M.S., Mechanical Engineering* - Gh. Asachi University*B.S., Mechanical Engineering* - Gh. Asachi University**Ayers, Kathryn, MA, RD, LDN***Instructor I**M.A., Nutrition and Food Science* - Wayne State University*B.S., Biomedical Science* - Western Michigan University**Belissario-Lara, Daniel, PhD***Chair, Science/Associate Professor**Ph.D.* - Florida International University*M.S.* - Florida International University*B.S.* - Florida International University**Cueto, Melissa, MA***Instructor II**M.A.* - University of Miami*B.A.* - University of Miami**D'Ascoli, Anthony, M.Ed.***Instructor II**A.B.D.* - *Interdisciplinary Studies*- Union Institute & University*M.Ed., Curriculum & Instruction* - American University

M.A., Humanities - California State University
B.A., History - Union Institute & University

Diaz, Steven, MS

Instructor II

M.S., Mathematics Education - Nova Southeastern University
B.S., Mathematics - University of Puerto Rico

Fernandez Estrada, Jorge, MD

Instructor II

M.D., Medical Doctor - Universidad Iberoamericana

Garcia, Barbara, MPH, MSBS, EdD

Chair, Science; Associate Professor

Ed.D., Educational Leadership- University of Science, Arts and Technology

M.P.H., Master of Public Health - Florida International University

M.S., Biomedical Sciences - Barry University

B.S., Biological Basis of Behavior and Psychology - University of Pennsylvania

Kendrick, Lynn, Ed.D, MA

Instructor II

Ed.D., Educational Leadership - Saint Thomas University

M.S., Marriage and Family Therapy - Saint Thomas University

M.A., Organizational Leadership - Siena Heights University

B.S., Public Policy- Michigan State University

Miller, Renee, MS, BA

Instructor II

M.S., Communication and Media- Lynn University

B.A., Linguistics - University of West Indies

Mishra, Roshmi, PhD, MS

Instructor II

Ph.D., - Public Policy and Social Change - Union Institute & University

M.S., Science Education - Duquesne University

B.S., Biology - Carlow University

Morata, Juan, MS, BS

Associate Professor

M.S. - Montclair State University

B.S. - Montclair State University

Perez, Diaz, Pedro, MD

Instructor II

M.D., Medical Doctor - Universidad Iberoamericana

B.S., Biology - Inter American University of Puerto Rico

Pou, Diane, MD

Instructor II

M.D., Medical Doctor - Universidad Madre y Maestra

Ranaut, Bindu, M.Phil, MA

Instructor II

M.Phil., English - Himachal Pradesh University

M.A., English - Himachal Pradesh University

B.A., English - Himachal Pradesh University

Rodriguez, Manuel, PhD, MBA

Instructor II

Ph.D., Higher Education Leadership - Northcentral University

MBA - Keller School of Management

Nursing

Kay, Kathryn, DNP, RN

Interim Campus Dean/Dean, College of Nursing

DNP - Chamberlain College of Nursing

M.S., Nursing - Walden University

B.S., Nursing - The University of Akron

Velazquez Marichal, Yanet, DNP, MSN, BSN

Campus Director of Nursing Academics Day Program/Instructor II

DNP - Florida International University

M.S., Nursing - Florida International University

B.S., Nursing - Miami Dade College

A.D., Nursing - Miami Dade College

Craig, Beverly, DNP, RN-BC, CHEP

Campus Associate Director of Nursing Academics Evening & Weekend Program/Instructor II

DNP - Samford University

M.S., Nursing - Jacksonville University

B.S., Nursing - Jacksonville University

A.D., Nursing - Tennessee State University A.A., Humanities - Florida Institute of Technology

Alvarez, Maria J., MA, BS

Campus Associate Director of Nursing, Administration

M.A., Professional Administration - Barry University

B.S., Professional Administration - Barry University

Pastrana, Raquel, MD, MSN, RN

Campus Associate Director, Clinical Education/Instructor I

D.N.P., Nursing - Grand Canyon University

M.D., Medicine - Universidad Central de Venezuela

M.S.N., Nursing Education - Herzing University

B.S., Nursing - Florida International University

Mongwa, Maimouna, PhD, RN

Campus Manager, Clinical Faculty

Ph.D., Nursing - Barry University

M.S.N./NED, Nursing Education - University of Phoenix

B.S.N., Nursing - University of Phoenix

Puentes, Dania, MSN, RN

Campus Manager, Clinical Operations/Instructor I

M.S., Nursing - Barry University

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

Ramsay, Sheree, MBA, RN

Campus Manager, Clinical Relations

M.B.A., Business Administration - American Intercontinental University

B.S.N., Nursing - Concordia University

Abarca, Daniela, MSN, RN

Instructor I

M.S., Nursing - Capella University

B.S., Nursing - Florida International University

Abarca, Mariela, MSN, RN, FNP-BC

Instructor I

M.S., Nursing - Chamberlain University

B.S., Nursing - Florida International University

Adhikari, Anuja, MSN, RN

Instructor I

M.S., Nursing - Chamberlain College of Nursing

B.S., Nursing - Florida International University

Aurelien, Arnine, MSN, RN

Instructor I

M.S., Nursing - St. Thomas University

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

Ayala, Cindy Marie, MSN, RN, CPN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - Florida International University

Bazan, Marilyn, MSN, RN, APRN, FNP-BC

Instructor I

M.S., Nursing - Chamberlain University

B.S., Nursing - Chamberlain University

Bent, Sonio, FNP, BSN

Instructor I

F.N.P - Florida International University

M.B.A. - University of Phoenix

B.S., Nursing - Nova Southeastern University

Bernard, Natalie, K., PharmD, BSN, RN

Instructor I

PharmD, Doctor of Pharmacy - Nova Southeastern University

B.S., Nursing - Miami Dade College

L.P., Nursing - Lindsay Hopkins Technical Education Center

Braide, Uche, MSN, BSN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Nova Southeastern University

Caballero, Nguyen, BSN

Instructor I

B.S., Nursing - Sagrado Corazon Universito, Puerto Rico

Cabrera-Matiz, Meliss, BSN, RN

Instructor I

B.S., Nursing - Nova Southeastern University

Caines, Andrea, MSN, RN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Nova Southeastern University

Canal, Francesca, MSN, BSN

Instructor I

M.S., Nursing Education - University of Phoenix

B.S., Nursing - Barry University

Cantillo, Alex, MSN, BSN, RN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Nova Southeastern University

A.A., Nursing - Miami Dade College

Carralero, Jose, MSN, BSN, ASN*Instructor I**M.S., Nursing* - University of Phoenix*B.S., Nursing* - Miami Dade College*A.S., Nursing* - Miami Dade College**Chang, Gerardo, DNP, MSN-ARNP, BSN***Instructor I**DNP* - Grand Canyon University*M.S.-ARNP* - Turabo University*B.S., Nursing* - University of Phoenix**Chavez Viamontes, Jose Angel, MD, MSN, RN***Assistant Manager, Persistence & Outcome**M.D., Medicine* - Universidad de Ciencias Medicas de Camaguey*M.S., Nursing, Family Nurse Practitioner* - Miami Regional University*R.N., Nursing* - International Institute for Healthcare Professionals**Clark, Lian-Kim, MSN, RN, FNP-BC***Instructor IM.S., Nursing* - Chamberlain University*B.S., Nursing* - Miami Dade College**Coakley, Shelia, MSN, RN***Instructor I**M.S., Nursing* - Barry University*B.S., Nursing* - University of Miami**Colas, Francine, MSN, ARNP, FNP-BC, CCM***Instructor I**M.S., Nursing* - Florida International University*B.S., Nursing* - Florida International University*A.S., Nursing* - Broward College*L.P., Nursing* - Lindsey Hopkins Technical Education Center**Colmenares, Carolina, MSN-FNP, RN***Instructor I**M.S., Nursing, Family Nurse Practitioner* - Barry University*B.S., Nursing* - Florida Atlantic University*A.S., Nursing* - Miami Dade College**Colon, Christopher, MSN, RN, CPN***Instructor I**M.S., Nursing* - Florida International University*B.S., Nursing* - Nova Southeastern University**Correa, Patricia, DNP, MSN, RN***Instructor I**DNP, Nursing* - University of South Alabama*M.S., Nursing* - University of South Alabama*B.S., Nursing* - Miami Dade College*A.S., Nursing* - Miami Dade College**Correa, Odalys, MSN/FNP, BSN, RN***Instructor I**M.S., Nursing/Family Nurse Practitioner* - Chamberlain University*B.S., Nursing* - Kaplan University*A.S., Nursing* - Dade Medical**Crespo, Elizabeth, MSN, BSN***Instructor I**MSN-Ed, Nursing* - South University*B.S., Nursing* - South University
A.S., Nursing - Miami Dade College

Cribeiro, Sulay, MSN-FNP, RN

Instructor I

M.S., Nursing, Family Nurse Practitioner - University of Miami

M.S., Nursing - Florida Atlantic University

B.S., Nursing - Florida International University

A.S., Nursing - Miami Dade College

Daubon, Shorraine, MSN-ARNP, BSN, ASN

Instructor II

M.S.-ARNP - University of Miami

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

Diaz, Guelsy, DNP, MSN, BSN, RN

Instructor I

D.N.P., Nursing - Grand Canyon University

M.S., Nursing - Chamberlain College

B.S., Nursing - Chamberlain College

A.S., Nursing - City College

DiMurro, Anne, DNP, MS

Instructor I

D.N.P., Nursing, Healthcare System Leadership - Chamberlain University

M.S., Nursing - University of Phoenix

B.S., Nursing - Nova Southeastern University

A.S., Nursing - Miami Dade College

Dorbert Carissa, MSN, BSN

Instructor I

MSN-FNP, Nursing - University of Miami

B.S., Nursing - Florida International University

A.S., Nursing - Miami Dade College

Ebongo, Ima, MSN, BSN

Instructor I

M.S., Nursing - University of Texas at Arlington

B.S., Nursing - University of Texas at El Paso

B.S., Biomedical Science - Texas A&M University

Estopinan, Sally, FNP, BSN

Instructor I

MSN-FNP, Nursing - University of Miami

B.S., Nursing - Nova Southeastern University

Francois, Danny, MSN-FNP, RN

Instructor I

M.S., Nursing, Family Nurse Practitioner - Kaplan University

B.S., Nursing - Florida Atlantic University

Francois, Sherby, MSN, BSN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Chamberlain College of Nursing

Gallardo, Yoandra, MSN, BSN

Instructor I

M.S., Nursing, Family Nurse Practitioner - Chamberlain University

B.S., Nursing - Florida International University

Gaviola, Dale, MSN, RN

Instructor I

M.S., Nursing - Aspen University

B.S., Nursing - University of Santo Tomas, Manila, Philippines

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Mackie College

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Hyacinthe, Marie C., BSN

Instructor I

B.S., Nursing - Nova Southeastern University

A.S., Nursing - Miami Dade College

Ibarra, Deborah, MSN, BSN*Instructor IM.S., Nursing - South University*

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Jassir, Natalia, MSN, BSN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - Florida International University

Jauregui, Anamaria, MSN, BSN

Instructor I

M.S. - FNP, Nursing - Barry University

B.S., Nursing - Florida Atlantic University

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Instructor I

M.S., Nursing - Chamberlain College of Nursing

B.S., Nursing - Florida Atlantic University

A.S., Nursing - Miami Dade College

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Instructor I

M.S., Nursing, Child Health/Pediatric Nurse Practitioner - Florida International University

B.S., Nursing - Miami Dade College

Latorre, Alice, MSN, RN

Instructor I

M.S., Nursing Education - Chamberlain College of Nursing

B.S., Nursing - University of Southern Indiana

A.S., Nursing - Miami Dade College

Leal Concepcion, Yanet, DNP, MSN, BSN

Instructor I

DNP, Nursing - Maryville, University

M.S., Nursing - University of Phoenix

B.S., Nursing - Miami Dade Community College

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Instructor I

M.S., Nursing - Chamberlain University

B.S., Nursing - Chamberlain University

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Instructor II

M.S., Nursing - University of Phoenix

B.S., Nursing - University of Miami

B.A., Psychology - Florida International University

Llaca, Alejandro, BSN

Instructor I

B.S., Nursing - Florida International University

A.S., Nursing - Mercy Hospital College of Nursing

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Instructor I

M.S., Nursing, Family Nurse Practitioner - Chamberlain University

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Instructor I

DNP, Nursing - Chamberlain University

M.S., Nursing - Chamberlain University

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

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Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Florida International University

A.S., Nursing - Miami Dade College

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M.S., Nursing, Family Practitioner - Barry University

B.S., Microbiology - University of Miami

A.S., Nursing - Miami Dade College

Moran, Henry, MSN/FNP, MSN, BSN

Instructor I

MSN/FNP - South University

M.S., Nursing, Informatics - American Sentinel University

B.S., Nursing - American Sentinel University

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MSN-Ed, Family Nurse Practitioner - University of Miami

B.S., Nursing - Miami Dade College

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Off, Chelsea, BSN

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B.S., Nursing - West Coast University

A.S., Nursing - Miami Dade College

Olan, Amanda, MSN, BSN

Instructor I

M.S., Nursing Practice - Purdue Global University

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B.S., Nursing - Florida International University

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A.D., Nursing - Miami Dade College

Perez, Maria, PhD, MSN, RN

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B.S., Nursing - Barry University

A.S., Nursing - Miami Dade College

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M.S., Nursing - University of Phoenix

B.S., Nursing - University of Phoenix

Rodriguez, Zuleny, MSN

Instructor *M.S.N., Nursing* - West Coast University

A.S.N., Nursing - Miami Dade College

Ruiz, Hector Estibens, MSN, BSN, RN *Instructor I*

M.S., Nursing - Chamberlain University

B.S., Nursing - Jacksonville University

A.S., Nursing - Miami Dade College

Samson-Mojares, Roselle, PhD, RN

Instructor I

M.S., Nursing - ARNP - Barry University

B.S., Nursing - Barry University

Sandin, Beatriz, MSN, RN

Instructor I

M.S., Nursing - Miami Regional University

B.S., Nursing - Sacred Heart University

Sandino, Marcela, BSN, RN

Instructor I

B.S., Nursing - Western Governors University

A.D., Nursing - Miami Dade College

Santana, Skarlet, MSN-FNP, RN

Instructor I

M.S., Nursing, Family Nurse Practitioner - Chamberlain University

B.S., Nursing - Florida International University

Scippio, Rashad, MSN, RN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - University of Miami

B.A., Gerontology - University of South Florida

Seme, Judith, PhD, MSN, BSN

Instructor I

Ph.D., Nursing - Barry University

M.S., Nursing - University of Phoenix

B.S., Nursing - Andrews University

Serrano, Christina, MSN, BSN

Instructor I

M.S., Nursing - Florida International University

B.S., Nursing - Barry University

Severe, LaTiana, MSN, BSN

Instructor I

M.S., Nursing - Walden University

B.S., Nursing - Barry University

Shaw, James (Doug), MSN, BSN, RN, CCRN

Manager, Simulation Center and Skills Labs

M.S., Nursing - University of Central Florida *B.S., Nursing* - Nova Southeastern University

Silva-De Vera, Elvira, MSN, BSN

Instructor I

M.S., Nursing-FNP - Chamberlain University

B.S., Nursing - Barry University

A.S., Nursing - Keiser University

Singh, Avinder, MSN, BSN*Instructor II**M.S., Nursing* - Florida International University*B.S., Nursing* - Baba Farid University of Health Sciences, Faridkot Punjab, India**Strickland, Latoya, MSN.Ed, BSN***Instructor I**M.S.Ed., Nursing* - Chamberlain College of Nursing*B.S., Nursing* - Chamberlain College of Nursing**Tejada Martinez, Victoria, MSN, RN***Instructor I**M.S., Nursing* - Chamberlain University*B.S., Nursing* - Lehman College*B.A., Communication* - Hunter College**Thomas, Patricia, MHAD, BSN***Instructor I**MHAD, Nursing* - Drexel University Online School of Nursing*B.S., Nursing* - Brent and Harrow School of Midwifery**Valdes, Aruzcelly, BSN, MPH***Instructor I**B.S., Nursing* - University of Miami*B.S., Psychology* - University of Miami*MPH* - Florida International University**Vanegas, Daniela, MSN, BSN***Campus Persistence & Outcomes Manager/Instructor I**M.S., Nursing* - University of Alabama*B.S., Nursing* - Miami Dade College**Vera, Armando, MSN-ENL, BSN***Instructor I**M.S., Nursing, Executive Nurse Leadership* - Nova Southeastern University*B.S., Nursing* - Keiser University*A.S., Nursing* - Keiser University**Vidal, Trina, MSN, BSN***Instructor I**M.S., Nursing* - University of Phoenix*B.S., Nursing* - Florida International University*B.S., Dietetics* - Florida International University**Viego, Olga, MSN-FNP, BSN***Instructor I**M.S., Nursing, FNP* - Chamberlain University*B.S., Nursing* - Florida International University**Villalba, Mayra, MSN, BSN***Instructor I**M.S., Nursing Education* - Chamberlain University*B.S., Nursing* - Barry University**Vincent, Claudette, MSN, RN***Instructor I**M.S., Nursing* - Chamberlain College of Nursing*A.S., Nursing* - Keiser University**Whigham, Marline, EdD, MSN, BSN***Instructor I**Ed.D, Nursing* - Nova Southeastern University*M.S., Nursing* - University of Phoenix

Williams, Jacquelyn, MSN-Ed, BSN

Instructor I

M.S., Nursing Education - Western Governor's University

B.S., Nursing - Florida International University

Wrentz-Hudson, Debra, PhD, MEd, MPH, RN

Instructor I

Ph.D., Public Health - Walden University

M.S., Health Occupation Education - Florida International University MPH, Health Promotion/Disease Prevention - Florida International University

B.S., Nursing - Florida International University

Xiques, Emilo D., MSN, BSN

Instructor I

M.S., Nursing - Chamberlain College

B.S., Nursing - Chamberlain College

A.D., Nursing - Miami Dade College

Zayas Hernandez, Ivon, MSN, RN

Instructor I

M.S., Nursing - University of Phoenix

TEXAS CAMPUS

General Education

Sambolin, Josiebel, MS

Academic Dean

M.S., Educational Leadership - Cardinal Stritch University

B.A., Psychology - Interamerican University

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Associate Academic Dean

Ph.D., Leadership for Higher Education - Capella University

M.S., Leadership for Higher Education - Capella University

B.A., Business Organizational Communication - Murray State University

Adejinmi, Oluyemi, PhD, MS

Instructor I

Ph.D., Clinical Psychology - Walden University

M.S., Psychology - Walden University

M.S., Medical Psychology - University of Lagos

B.S., Medical Psychology - University of Calabar

Belvill, Armida, DPM

Assistant Professor

DPM, Doctor of Podiatric Medicine, State of Texas - California College of Podiatric Medicine

Foster, Marc, MS

Instructor I

M.S., Mathematics - University of North Texas

B.S., Mathematics - Angelo State University

Guerrero, Jessica, PhD

Chair, Science/Instructor II

Ed.D., Higher Education & Learning Technologies - Texas A&M University - Commerce

M.S., Biology - Texas A&M University - Commerce

M.Ed., Curriculum & Instruction - University of Texas - Arlington

B.B.A., Operations Management - University of Texas - Arlington

Gupta, Jyoti, PhD, MS

Instructor I

Ph.D., Organic Chemistry - Dr. Bhimrao Ambedkar University

M.S., Organic Chemistry - Lucknow Christian Degree College

B.S., Zoology, Botany, Chemistry - Navyug Degree College

He, Luning, PhD

Instructor II

Ph.D., Chemistry - Tulane University

B.S., Environmental Sciences - Nanjing University

Marantz, Steven, ABD, MBA

Instructor II

ABD, Business Accounting - Argosy University

MBA, Business Accounting - Western New England College

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M.A., Leadership and Administration - La Sierra University

M.A., English - La Sierra University

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Pishva, Farrokh, MS

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M.S., Chemistry - Texas A&M, Commerce

B.S., Chemical Engineering - Shiraz University

Starr, Katrina, MS

Instructor I

M.S., Higher Education and Biology - Texas A&M University

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Walter, Jeffrey, PhD

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B.A., Music - Texas Wesleyan College

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M.S.N., Family Nurse Practitioner - Walden University

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Instructor I

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Furlough, Shenee, MSN-Ed, RN, CMSRN

Instructor I

M.S.N., Nursing Education - University of Texas, Arlington

B.S., Nursing - University of Texas, Arlington

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M.S., Nursing Education - Western Governors University

B.S., Nursing - Texas Christian University

B.A.A., Accounting - Harding University

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Instructor I

M.S., Nursing, Family Nurse Practitioner - Midwestern State University

B.S., Nursing - Midwestern State University

Southerland, Dylan, MSN, RN

Instructor I

M.S., Nursing Education - The University of Oklahoma

B.S., Nursing Education - The University of Oklahoma

Staggers, Karan, MSN, RN

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M.S., Nursing - Walden University

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Instructor I

M.S.N., Family Nurse Practitioner - Houston Baptist University

B.S., Nursing - West Coast University

B.S., Biology - Mount St. Mary's University

Ware, Brenda, MSN, RN

Instructor II

M.S., Nursing - University of Texas at Arlington

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Ako, Justin, DC

Dean of Health Administration

Doctor of Chiropractic - Southern California University of Health Science

B.S., Business Administration - Creighton University

Bilbruck, Peggy, EdD, MBA, BS

Assistant Professor

Ed.D., Educational Leadership - University of Phoenix

*M.B.A., Business Administration - University of Phoenix
B.S., Nursing - University of Phoenix*

Bruse, Mike, MHA, BS

Assistant Professor

M.H.A. - California State University, Northridge

B.S., Industrial Engineering - University of Arizona

Goodner, Jayme, MSN, BSN

Assistant Professor

M.S., Nursing - University of Phoenix

B.S., Nursing - University of Phoenix

Lugg, Marlene, MPH, DrPH

Assistant Professor

Doctor of Public Health in Health Services Research and Planning - University of Pittsburgh

M.P.H., Medical Care and Hospital Administration - University of Pittsburgh

B.S., General Science - University of Wisconsin, Milwaukee

Macias, Ron, MHA, Ed.D.

Assistant Professor

Doctorate in Technology and Learning - Alliant International University

M.S., Health Administration - University of La Verne

B.S., Health Care Management - University of La Verne

Okpala, Paul, MHACA, DHSc

Assistant Professor

Doctorate in Health Sciences - A.T. Still University

M.S., Healthcare Administration - Bellevu University

B.S., Healthcare Administration - Bellevu University

A.S., Healthcare Management - Ashworth University

Nursing

Burdine, Donald, DNP, APRN, FNP-C

Program Dean/Director, PMHNP Program

Post Doctoral Certificate, Psychiatric Mental Health - University of Massachusetts Global

Doctor of Nursing Practice - Frontier Nursing University

M.S., Nursing - Samford University

B.A., Psychology - Mississippi University

A.S., Nursing - Jefferson State College

Faudree, Cyndi, DNP, APRN, FNP-BC, ACNP-BC

Program Dean/Director, MSN-FNP ACNP Programs

Doctor of Nursing Practice - University of South Carolina, Columbia

M.S., Nursing - Georgia Southern University

B.S., Nursing - University of Florida

Sandvig, Pamela, DNP, MSN, RN

Program Dean/Director, RN-BSN, RN-MSN, DNP Programs

Doctor of Nursing Practice - Chamberlain University

M.S., Nursing - Southwest Baptist University

B.S., Nursing - Southwest Baptist University

Orlando, Malate, DNP, MSN, MBA, RN, CNL, COI, NEA-BC, CHEP

Faculty Manager - Online Learning, MSN, APRN, Post-Master's Certificate Program

Doctor of Nursing Practice - Walden University

M.S., Nursing - Saint Xavier University

Master in Business Administration - Saint Xavier University

B.S., Nursing - University of Saint Tomas, Philippines

Baldwin, Stacy, DNP, MSN, FNP-BC*Assistant Professor**Doctor of Nursing Practice - James Madison University**M.S., Nursing - Virginia Commonwealth University**B.S., Nursing - Virginia Commonwealth University***Brittain, Chaka, DNP, MSN, MHS, RN, CNE***Associate Professor**DNP, Health Systems Leadership - Chamberlain College of Nursing**M.S., Nursing Education - Chamberlain College of Nursing**M.H.S., Higher Education - Nova Southeastern University**B.S., Nursing - Florida State University***Gill, Joanne, DNP, MSN, AGACNP-BC, FNP-BC, WHNP-NCC***Assistant Professor**Doctor of Nursing Practice - University of Southern Alabama**M.S., Nursing - University of Alabama**B.S., Nursing - Excelsior College***Kendrick, Jodi, EdD, MSN, RN***Assistant Professor**Ed.D., Doctorate of Nursing Education - Walden University**M.S., Nursing - Radford University**B.S., Nursing - Malone College***Lazar, John, PhD, MSN, FNP-BC, CHEP***Associate Professor**Doctor of Philosophy, Nursing - Azusa Pacific University**M.S., Nursing - University of Phoenix**B.S., Nursing - California State University, Dominguez Hills***Lovci, Carol, MSN, CCM, CHPN, RN***Assistant Professor**M.S., Nursing - Leadership Management - Walden University**B.S., Nursing, PHN - University of Phoenix***McSorley, Jennifer, MSN, RN***Online Faculty Manager, Nursing**M.S., Nursing Education - American Sentinel University**B.S., Nursing - University of Wisconsin***Seifu, Michael, MSN, MBA, PMHNP-BC, FNP-C, FACHE***Assistant Professor**M.S., Nursing - Texas A&M University**Master, Business Administration - University of Phoenix**B.S., Nursing - Excelsior College***Whitmyer, Christine, MSN, PHN, RN***Instructor II**Doctorate of Nursing Practice - California State University, Fresno**M.S., Nursing - California State University, Fullerton**Credentialed School Nurse Certificate - California State University, Fresno**B.S., Nursing - University of Phoenix**Associate of Applied Science, Nursing - Kingsborough Community College, New York***Wyrick, Sandy, PhD, MSN, RN***Associate Professor**Ph.D., Education and Leadership - Washington State University**M.S., Nursing Education - University of Washington**B.S., Nursing - University of Washington*

Business

Touhey, Debra, DBA, MAML, MSA, CFE

Assistant Professor

DBA, Finance - Northcentral University

MAML, Management & Leadership - Liberty University

M.S., Accounting - University of Phoenix

B.S., Finance - Florida International University

Public Health

Mouttapa, Michele, PhD, MA

Dean/Program Director

Professor

Ph.D., Preventative Medicine, Health Behavior Research - University of Southern California

M.A., Psychology - California State University, Fullerton

B.S., Psychology - University of California, Davis

Speech Language Pathology

Lemmon Bush, Regina, PhD

Dean/Program Director

Professor

Ph.D., Communication Sciences and Disorders - University of South Carolina

M.S., Speech Language Pathology - University of South Carolina

B.A., Speech Language Pathology - Columbia College

Carr-Marcel, Tracy, PhD

Assistant Professor

Ph.D., General Human Services; Concentration: Healthcare Leadership - Capella University

M.S., Communication Sciences and Disorders - Howard University

B.A., Journalism - Howard University

Julbe-Delgado, Diana, PhD

Associate Professor

Ph.D., Communication Sciences and Disorders; Concentration: Neurocommunicative Science - University of South Florida

M.S., Speech Language Pathology - University of South Florida

B.S., Communication Sciences and Disorders - University of South Florida

Lacey McQuitty, Deana Lacy, EdD

Online Faculty Manager

Ed.D., Child Language and Leadership/Supervision - Nova Southeastern University

M.S., Speech Language Pathology - Southern Connecticut State University

B.A., Speech Language Pathology - North Carolina State A&T University

Lopez-Alvarez, Kayla, MA

Assistant Director of Clinical Education

M.A., International Development - St. Mary's University of Minnesota

B.A., Biology - University of North Texas

Oglevee, Nicole, MS

Assistant Professor

M.S., Communication Sciences and Disorders - Abilene Christian University

B.A., Communication Sciences and Disorders - Abilene Christian University

Williams-Crossen, Sharita, EdD

Director of Clinical Education

Ph.D., Child, Youth & Family Studies - Nova Southeastern University
M.Ed., Communication Disorders - North Carolina Central University
B.A., Speech Language Pathology - North Carolina State A&T University

ADDENDA

PHARMACY TUITION AND FEES

Effective for active students enrolled prior to August 19, 2019 (Fall term)

Doctor of Pharmacy (PharmD)

Degree Type	Doctorate
Total Program Credits	144
Program Length (<i>full time</i>)	9 semesters
Tuition Cost (per credit)	\$1,270
Total Tuition Cost	\$182,892
Application Fee (<i>non-refundable</i>)	\$75
STRF Fee ¹ (non-refundable)	\$0
Estimated Total Book Costs ³	\$2,584
Estimated Total Book Shipping Cost ²	\$258
Estimate for Uniforms ²	\$0
Estimate for Supplies & Licensure Preparation ²	\$2,250
Technology Fee ³ (<i>\$100 per semester</i>)	\$900
Estimated Total Program Costs	\$188,959

¹ You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you: 1) You are a student, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and 2) Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies: 1) You are not a California resident, or are not enrolled in a residency program, or 2) Your total charges are paid by a third party, such as an employer, government program or other payer and you 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). You may be eligible for STRF if you 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; 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

² The Estimated Book, Uniform, and Supply costs reflect the Manufacturer's Suggested Retail Price totals compiled in December 2018 and are subject to change. Uniforms and supplies must be purchased in their entirety from WCU. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on the supplies, contact the Bursar Office.

³ The Technology Fee includes costs for video and audio equipment, Skills, Modality and Simulation Labs and course materials.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these course(s) will be included for the students schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

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