ANGELES COLLEGE

2024-2025
(7/08/24-7/07/25)
College Catalog

Los Angeles Main Campus
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Los Angeles, CA 90010
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ABHES School ID: I-005
BPPE School Code: 32878375

City of Industry Branch Campus
(Relocation: May 2014)
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City of Industry, CA 91748
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ABHES School ID: I-005-01
BPPE School Code: 58073198

OPEID: 041604
www.angelescollege.edu

2024-2025
(7/08/24-7/07/25)
College Catalog

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July 08, 2024- July 07, 2025
Los Angeles Campus & City of Industry Campus

1. GENERAL INFORMATION

1.1 Disclaimer Information

This catalog has been published for informational purposes. Every effort has been made to ensure its accuracy. However, the provisions of this catalog are not to be regarded as an irrevocable contract between the student and Angeles College (*hereinafter referred to as AC*). AC reserves the right to change any provisions or requirements at any time, while taking precautions that such changes do not cause hardships towards students enrolled. Students should consult the current schedule of classes for supplementary information.

1.1.1 California Regulatory Disclosures

Angeles College is a private institution approved to operate by the California Bureau of Private Postsecondary Education (CA BPPE). Approval to operate means the institution is complaint 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.

Angeles College does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and 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.SC. Sec. 1101 et seq.).

As a prospective student, you are encouraged to review the School 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 (BPPE)
Physical Address: 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834
Mailing Address: P.O.Box 980818, West Sacramento, CA 95798-0818
Website Address: www.bppe.ca.gov
Email: https://www.bppe.ca.gov/about_us/contact.shtml#dca_contact_form
Telephone and Fax #'s: (916) 574-8900/Toll-Free (888)370-7589 or by fax (916) 263-1897

1.2 Accreditation, Approvals and Memberships

AC was incorporated in March 2004 in Los Angeles, California. Angeles College is a private institution, approved to operate* by the Bureau for Private Postsecondary Education (BPPE). *Approved to operate means compliance with state standards as set forth in the CEC and 5, CCR. AC has been institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) since 2009.

> **Approved to operate* by the Bureau for Private Postsecondary Education (BPPE)**
> Physical Address: 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834
> Mailing Address: P.O.Box 980818, West Sacramento, CA 95798-0818
> Web site address: www.bppe.ca.gov
> Email: https://www.bppe.ca.gov/about_us/contact.shtml#dca_contact_form
> Telephone and Fax #'s: (916) 574-8900 or by fax (916) 263-1897
> Toll-free (888) 370-7589 or by fax (916) 263-1897
>
> **The Accrediting Bureau of Health Education Schools (ABHES)**
> 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852
> Phone: (301) 291-7550 Web site: www.abhes.org   E-mail: info@abhes.org

LOS ANGELES (LA) Campus (Main)

The following programs are approved programs for the main campus located in Los Angeles, CA. AC's Vocational Nursing Program has been approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) since November of 2006. Angeles College has been accredited by the national accrediting agency, ABHES, since July of 2009. The Bachelor of Science in Nursing (RN to BSN) has been approved by ABHES since 2014 and is accredited by the Commission on Collegiate Nursing Education (CCNE) since September of 2018. The Bachelor of Science in Prelicensure Program (BSPN) has been approved since November 2020 by the CA Board of Registered Nursing (BRN), and March 2021 by the CA BPPE respectively. The BSPN program has been accredited by ABHES since January 2021 and by CCNE since November 2023.

CITY of INDUSTRY (CI) Campus (Non-Main)

The previous Garden Grove campus of Angeles College has operated under the approval of the Bureau for Private Postsecondary Education since December, 2011; since early 2014, the campus has relocated to the City of Industry located in the San Gabriel Valley. The Nurse Assistant Program has been approved by the California Department of Public Health (CDPH) since January 2013. The Nurse Assistant Program and Medical Assistant Program have been accredited by ABHES since March of 2011 and June of 2011 respectively. In the June of 2015, The Bachelor of Arts in Business Administration has been approved by ABHES. The Master of Business Administration (MBA) has been approved since October of 2018. In the July & August of 2019, Vocational Nursing Program (CI Campus) has been approved by the BVNPT and has been accredited by ABHES respectively.

Institutional Accreditation

Accredited by the Accrediting Bureau of Health Education Schools (ABHES), recognized by the Department of Education at 6116 Executive Blvd., Suite 730 North Bethesda, MD 20852
Phone: (301) 291-7550   Website: www.abhes.org   E-mail: info@abhes.org

Programmatic Accreditation

The Bachelor of Science in Prelicensure Nursing program and Nursing (RN to BSN) program at Angles College is accredited by the Commission on Collegiate Nursing Education (CCNE) at 655 K Street, NW, Suite 750, Washington DC 20001
Phone: (202)887-6791 Website: https://www.aacnnursing.org/ccne-accreditation

Programmatic State Approvals

California Board of Nursing (BRN)

The Bachelor of Science in Prelicensure Nursing (BSPN) at Angeles College is approved by the California Board of Registered Nursing (BRN) at 1747 N. Market Blvd., Suite 150, Sacramento, CA 95834
Phone: (916)322-3350 Website: https://www.rn.ca.gov/

California Board of Vocational Nursing and Psychiatric Technicians (BVNPT)

The Vocational Nursing program at Angeles College is approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) at 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833
Phone: (916) 263-7800   Web site: https://www.bvnpt.ca.gov/   E-mail: bvnpt@dca.ca.gov

California Department of Public Health Services (CDPH)

The Nurse Assistant program at Angeles College is approved by the California Department of Public Health Services (CDPH)/Licensing and Certification Program (L&C)/Aide and Technician Certification Section (ATCS)
1615 Capitol Avenue, MS 3301, P.O. Box 997416, MS 3301, Sacramento, CA 95899-7416
Phone: (916) 327-2445   Web site: www.cdph.ca.gov   E-mail: cna@cdph.ca.gov

Additional Approvals and Participation

Certified by the U.S. Department of Education as an eligible participant in the federal student financial aid (SFA) programs.
400 Maryland Ave., SW, Washington, DC 20202
Phone: (800)872-5327   Website: www.ed.gov

Approved to participate in the California (Cal) Grant programs by the California Student Aid Commission.
P.O.BOX 419027, Rancho Cordova, CA 95741-9027
Phone: (888)224-7268   Website: https://www.csac.ca.gov/

Approved by the U.S. Immigration and Customs Enforcement (ICE/SEVIS) to provide F1/M1 visa to enroll non-immigrant alien students
500 12th Street, SW, Washington, DC 20536

Phone: (703) 603-3400   Website: www.ice.gov/sevis   E-mail: SEVP@dhs.gov

Approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code* by the California State Approving Agency for Veterans Education (CSAAVE), a division of the California Department of Veterans Education (CalVet) at P.O.Box 942895, Sacramento, CA 94295 (Mailing address)
Toll-Free: (800)952-5626   Website: https://www.calvet.ca.gov/
Email: https://www.calvet.ca.gov/Pages/contact-us-by-email.aspx
Currently, LA main campus is participating in this training. As of July 2024, the BS in Prelicensure Nursing (BSPN) and the BS in Nursing (RN to BSN) and Vocational Nursing programs are eligible for this benefits

The Payment of Veterans Education Benefits is administered by the United States Dept. of Veterans Affairs (DVA) at 810 Vermont Avenue, NW, Washington, DC 20420
Phone (Education GI Bill): 1-888-442-4551; Website: https://www.va.gov
Ask a Question: https://iris.custhelp.va.gov/app/ask

1.3 Ownership & Governance

Angeles College (L.A. *Main* & C.I. *Non-Main*), owned by Teresa Krause, is incorporated in the state of California as a private proprietary corporation, duly formed and organized under the laws and regulations of the Secretary of State for the State of California. The Articles of Incorporation were filed with the Secretary of State on March 11, 2004.

1.4 History

The Angeles College was founded in 2004 by John Krause who recognized the demand for qualified healthcare professionals in a community where the patients are diverse and proficient care is at a deficit. AC was incorporated in March 2004 in Los Angeles, California.

Angeles College is a private institution, approved to operate* by the Bureau for Private Postsecondary Education (BPPE) since June, 2005. *Approved to operate means compliance with state standards as set forth in the CEC and 5, CCR.

In July of 2011, the school's name was changed from Angeles College of Nursing to Angeles College to expand its scope of offerings to include additional specialized allied health programs other than a nursing program. In June of 2011, the Garden Grove Campus opened as a branch of the Los Angeles campus; it has received institution approval from the BPPE since December of 2011 and had begun operation in June of 2013. The Garden Grove campus has since relocated to the San Gabriel Valley to the City of Industry on May 1st 2014.

The Bachelor of Science in Nursing (RN to BSN) have also been approved as of 2014. In 2015, Angeles College has received approval for the Bachelor of Art degree in Business Administration.

The Master of Business Administration (MBA) has been approved since October of 2018. The Bachelor of Science in Prelicensure Nursing (BSPN) has been approved since 2021.

Throughout its history, Angeles College has been providing a comprehensive education in the fields of healthcare by offering courses that will culminate in careers in allied health professions. And in 2015, Angeles College has expanded its educational offerings to include professional careers in Business Administration and been through a Change in Ownership from John Krause to Teresa Krause.

1.5 Mission Statement and Institutional Objectives

Reflecting our diverse and vast community, Angeles College strives to adapt and respond to changes in the post-secondary academic community. In 2015, Angeles College revised its Mission Statement and Institutional Objectives to reflect this perspective and to provide greater educational opportunities to its serving community.
Angeles College serves its immediate and extended community with the following **Mission Statement**:

Angeles College is committed to the educational preparation of its socially diverse community which it serves by creating a learner-centered environment that enables graduates to contribute to society through the application of problem-solving, critical thinking, and a deep knowledge of their respective discipline.

As part of the institution's Mission, the College strives for the following **Vision**:

Angeles College strives to become a center of academic excellence by providing educational programs that are learner-centered, interpersonally supportive, engaging, innovative, success-oriented, and technologically responsive to a rapidly changing student population, educational milieu, business environment, and to an increasingly global community.

In the **Identity** Statement:

Angeles College is a private degree-awarding institution located in Southern California. It offers a variety of academic programs predominately in various health-related disciplines, as well as in business management and other fields to meet the need for an educated workforce and to provide opportunities for graduates to pursue rewarding careers. In respect to health-related programs, Angeles College seeks to improve human health and welfare by educating students to provide clinical, managerial, and educational services.

In self-reflection, Angeles College represents the following **Philosophy** statement:

Angeles College believes that one of the highest calling people can have is to serve other people. We believe that the purpose of education is to prepare the next generation of professionals who have the knowledge, skills and attitudes necessary to continuously improve the quality, safety, and effectiveness of health and human services, and to serve as dedicated and competent professionals

and employees in the business community. Educators facilitate student learning by functioning as partners, role models, coaches, and mentors of students in their discovery of new knowledge.

These institutional statements qualify the *Mission Statement, Vision, Identity and Philosophical* values Angeles College has developed since its founding in 2004.

Institutional Learning Outcomes:

Upon completion of an Angeles College Program, graduates will be equipped to implement the following Institutional Learning Outcomes:

1. Master the knowledge, skills, and attitudes of a discipline
2. Apply critical thinking and professional judgment skills in both problem analysis, and planning and implementing solutions
3. Communicate effectively both orally and in writing, and through use of technological media
4. Exhibit the highest ethical and professional standards and integrity
5. Function collaboratively as members of interdisciplinary teams
6. Contribute to continuous quality improvement efforts
7. Use information literacy skills necessary to support continuous, lifelong learning
8. Appreciate cultural differences and values in order to serve their communities as responsible professionals in a diverse society

In consideration, Institutional objectives for Angeles College evolve over time as they are shaped by students, faculty, staff, employers, and other constituencies along with the changing environment of its community.

1.6 Administration & Faculty

Each campus evidence that there is an on-site administrator responsible for the management of operational effectiveness, adherence to the accreditation standards, and overall qualify of curricular offerings. Minimally, the on-site administrator and management of each campus are qualified to perform the duties of the positions as prescribed by the institution, evidence training and management skills through experience/or education to fulfill their responsibilities and functions, and are responsible to the needs and requirements of faculty, staff, and students. Program Directors qualifications must meet the standards published by the institutional accreditor, programmatic accreditor (if applicable), licensing board (if applicable), and other regulating agencies (if any).

The following provides the minimum qualifications faculty members must have to maintain employment in any/all programs at Angeles College:

General Faculty Requirements*
Please refer to each program faculty handbook for the program specific faculty qualifications and any updates.

Faculty evidence the following:

i.   (a) Graduation from a program in the content area or program field in which they teach at an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation; or (b) Graduation from an otherwise recognized training entity (e.g., hospital-based program) in the content area program field in which they teach; or (c) Graduation from an institution located outside of the United States and its territories in the content area or program field in which they teach must be supported with appropriate foreign education equivalency.

ii.   Two years of practical experience in the content area in which they teach.

iii.   A current license, certification or other credential if required by local, state and/or federal law to work in the field, with exception of those teaching in non-core (e.g, general education) courses.

Individuals who do not meet the above education criteria may qualify through justifying documentation of alternative experience or education in the field (e.g, completed coursework, related professional certifications, and documentation of expertise).

These individuals must evidence:
i.   A minimum of three years of practical experience in the content area in which they teach.
ii.   A current license, certification or other credential if required by local, state and/or federal laws to work in the field, with the exception of those teaching in non-core (e.g., general education) courses.

Certificate Programs

i.   Graduation from an accredited program recognized by the U.S. Department of Education, the Council for Higher Education Accreditation (CHEA), or an otherwise recognized training entity (e.g., hospital-based program) in their specialty field, or equivalent (the qualitative and quantitative equivalency of foreign education and the specific courses using the credential evaluation services). Additionally, the faculty member must have two (2) years of occupational experience in the subject field in which they teach; OR
ii.   A minimum of three (3) years of job-related training and experience for those instructors who are not graduates of an accredited program in the field in which they teach.

In addition, all faculty must:

iii.   Receive training in educational methods, testing and evaluation and evidence strength in instruction methodology, delivery and techniques as indicated by evaluation by supervisory personnel within 30 days of beginning instruction.
iv.   Hold current licenses, certifications or other designations as required by local, state or federal laws to work in the field.

Bachelor Degree Programs

Instructors hold, at a minimum, a master's degree from an accredited program recognized by the U.S. Secretary of Education or the Council of Higher Education Accreditation (CHEA) and academic preparation in the specific courses being taught. Instructors must have at least 15 semester credit hours or equivalent in the subject area. Faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or baccalaureate degrees plus professional certification through a nationally recognized and accrediting certifying agency may meet the qualification requirement with justification.

Master Degree Program

i.   A minimum of 50 percent of the faculty must have an earned doctorate, academic preparation in the discipline and three years of experience in the field. Faculty members, without an earned doctorate, must have an earned master's degree, academic preparation in the discipline and three years of experience in the field. Faculty members holding a terminal degree, i.e. professional degrees such as J.D. or M.D., may meet the qualification requirement with justification.

ii. All advanced degrees must have been earned from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) and academic preparation in the subject area of instruction, and three years of experience in the field.

iii. The faculty member of record must have at least 18 semester credit hours or the equivalent in the subject area of instruction.

1.6.1 Faculty/Staff Directory

See insert in the back of the catalog for college administration, faculty and staff. *(electronic link)*

1.7 Disclosure of Language Used in Program Study

All courses in every AC program are delivered in English. Most programs require an entrance exam measuring English competency. This exam must be taken in order to determine a student's eligibility.

1.8 Facilities (Los Angeles – *Main,* City of Industry – *Non-Main,* & *Separate Educational Center to Non-Main Campus**)

The facility and equipment comply with all federal, state and local ordinances and regulations including those concerning fire safety, building safety and general well-being and health. AC is not responsible for property theft, property damage, etc.

The Los Angeles campus of Angeles College occupies 13,807 square feet on the 3rd floor and 2,091 square feet on the 6th floor of Central Plaza, LLC located at 3440 Wilshire Boulevard, Suite 310, Los Angeles, California. All classes held at this location are considered Main Campus courses. The building is one of three identical structures that occupy the south side of Wilshire Blvd., between Mariposa and Normandie. Angeles College is located close to the I-10, I-5, I-110, and US Route-101 freeways and is readily accessible by both public and private transportation.

The atmosphere and design of the facility is highly conductive to learning. The Los Angeles campus comprises of simulation and skills laboratories, science classroom, five classrooms, a library resource center, four student lounges, two computer classrooms and administrative offices. All classrooms are equipped with a ceiling-mounted projector that provides both audio and video capacity needed in technologically-driven teaching and learning. As all computers are connected to the Angeles College network, instructors can show online or web available materials such as educational and publicly available videos from Internet and publishers provided. The Angeles College Library offers a comprehensive collection of resources made available to our students in various publication formats (books, periodicals, etc) through the LIRN online library related to the programs offered. The library is centrally located physically within the campus and virtually through LIRN technology for all students and faculty. The campus library is accessible during business hours while LIRN is accessible online 24/7. Our computer laboratories currently feature Desktop stations installed with Window OS and MS Office and current browsers for online access. All stations feature Comprehensive Review software for the applicable programs.

There are three nursing skills laboratories used for the Vocational Nursing and Prelicensure Nursing programs. One nursing skills laboratory is equipped with 2 hospital beds, 2 simulation patient-care mannequins while the bigger nursing skills laboratory room is equipped with four (4) hospital beds with four (4) low-fidelity simulation mannequins. All skills laboratory rooms are well equipped with current supplies applicable to curricular offerings requiring laboratory instruction and training. Angeles College Los Angeles campus is now proud to have its own state of the art High-Fidelity Simulation Laboratory, where high-fidelity mannequins and other state of the art (O2, sanction machines, IVs) equipment are used by all nursing students towards quality and safety education of future nurses.

The City of Industry campus of Angeles College occupies 10,369 square feet on the 1st and 2nd floor. Located in the business center of the City of Industry along with the cities of Rowland Heights and Hacienda Heights intersecting. The campus is located at 17595 Almahurst St., Suite 101-3, City of Industry, California. All classes held at this location are considered Non-Main Campus courses. The non-main campus is located close to State Route 60 (between 605 & 57 freeway) between Azusa Avenue and Fullerton Road exits; readily accessible by public and private transportation.

The atmosphere and design of the facility is highly conductive to learning. It includes laboratory/clinical classrooms, a library resource center, student lounge areas, a computer laboratory, and administrative offices. All classrooms are equipped with a ceiling-mounted projector that provides both audio and video. As all computers are on the Angeles College network,

instructors can show Internet materials such as educational and publicly available videos from Internet sources and faculty-developed materials. The Angeles College Library Resource Center offers a comprehensive collection of resources made available to our students in various publication formats (e.g., books, periodicals, etc.) through LIRN (Library and Information Resource Network), an online library resource related to the programs offered. The Library Resource Center is a centrally located resource physically and virtually for all students and faculty and is accessible during, before and after classroom hours. Our computer laboratory currently features desktop stations installed with Windows OS and MS Office and current browsers for online access. All stations feature Comprehensive Review software for the applicable programs.

Our campus houses two nursing skills laboratories utilized by our Vocational Nursing and Nurse Assistant programs as well as one medical skills laboratory utilized by our Medical Assistant program.   The nursing skills laboratories are equipped with hospital beds, simulation patient-care mannequins, a steel medicine cart, steel storage cabinets, and other well-maintained laboratory supplies. The medical skills laboratory is also well equipped with three patient examination tables, a hospital bed, an autoclave, centrifuge, micro hematocrit centrifuge, electrocardiogram machine and other current equipment/supplies applicable to curricular offerings requiring laboratory instruction and training.

Additional Educational Facilities: Angeles College – Los Angeles is affiliated with the following healthcare organizations to meet the needs of clinical and externships training: Heritage Rehab Center, Bellflower Behavioral Health Hospital, California Post-Acute Care, Medico San Miguel, Country Villa Wilshire and South, Chapman Global Medical Center, Community Hospital of Huntington Park, East Los Angeles Doctors Hospital, Totally Kids Rehabilitation Hospital and etc. Please see the program handbook for any updates on affiliated healthcare organization list.

Additional Educational Facilities: Angeles College – City of Industry is affiliated with the following healthcare organizations to meet the needs of clinical and externships training: Concentra Urgent Care (City of Industry, El Monte, Santa Fe Springs, and Long Beach locations), The Pavilion at Sunny Hills, Garfield Health Center, Park Regency Care Center, Mother and Child Health Center, Advanced Oncology Center, etc.

The Separate Educational Center (formerly known as Separate Classroom)* of Angeles College provides a physical location where training occurs that is located a reasonable distance from the non-main campus and is used for the main purpose of training the overflow of students who cannot be accommodated at the non-main campus. The separate classroom may also be used under special circumstances if the student's education or training benefits from the usage of a separate classroom location due to enhanced or specialized equipment and/or teaching aids. The SEC is located close to Freeway 60 and Interstate 10 and is easily accessible by both public and private transportation.

The Separate Educational Center (SEC) of Angeles College occupies 2,000 square feet on the third floor of 111 N. Atlantic Blvd, Suite 353 A, Monterey Park, CA 91754. The Separate Educational Center is an essential complement to the non-main, City of Industry Campus. The atmosphere and design of the facility is highly conducive to learning. It includes laboratory/clinical classrooms, an administrative office, and a conference room. The lab rooms consist of equipment and supplies representing a traditional lecture setting. Supplies for each program of study are available in the classrooms and laboratory. The laboratory is well equipped, up-to-date. The facility and equipment comply with all federal, state, and local ordinances and regulations including those concerning fire safety, building safety, general well-being, and health. In addition, there are many local businesses related to healthcare which can provide internship and future employment opportunities for our students. AC is not responsible for property theft, property damage, etc.

1.9 Non-Degree (Certificate) and Degree Programs
Angeles College equips our students for the health care job market and further studies via Non-Degree (certificate) and Degree Programs.

Angeles College offers the following programs. Not all programs are offered at all locations:
Main Campus: LA – Los Angeles :: Non-Main: CI – City of Industry

1.9.1 Non-Degree (Certificate) Programs

Program Title	LA	CI	Clock Hours	Credential
Medical Assistant		X	900	Certificate
Nurse Assistant		X	164	Certificate
Vocational Nursing	X	X	1800	Certificate

1.9.2 Degree Programs

Program Title	LA	CI	Qtr Credits [Total Clock Hrs]	Credential
Business Administration		X	54 [620]	Master of Business Administration (MBA)
Business Administration		X	180 [1,800]	Bachelor of Arts Degree
Nursing (RN to BSN)	X		182 [1,040] (*effective 4/16/20*) (ASN Program Credit Approval)**	Bachelor of Science Degree
Prelicensure Nursing	X		180 [2540] (*effective 3/3/21*)	Bachelor of Science Degree

*** Degree-completion program; 90 transfer quarter (nursing) credits of which 57 credits must be completed at the upper-division Level*

2. ACADEMIC CALENDAR

2.1 Definition of Academic Year and Fiscal Year

For the purpose of awarding Federal Student Aid*, the definition of an Academic Year at AC is at least 26 weeks of instructional time and 900 hours for a clock-hour program and at least 30 weeks of instructional time and 36 quarter credit units for a credit-hour program.

2.2 Academic Calendar/Schedule of Classes

<u>**CERTIFICATE PROGRAMS**</u>

Angeles College Certificate Programs are non-standard term-based and does not operate according to a conventional academic calendar. New classes typically begin five to six times per year; however, start dates are varied, unlike a traditional four-term school year. Typically, the Vocational Nursing program meets for either 52 or 72 weeks, depending on whether the student is full or part time; the Medical Assistant program meets for approximately 36 weeks; and the Nurse Assistant program meets for approximately 8 weeks.

This diverse and often intensive calendar allows students to achieve their educational goals in a more time-efficient manner. AC's low student/faculty ratio and class size, which averages 25 students per class or fewer, facilitates active learning and collaboration. The laboratory ratio of students to instructor does not exceed 20 to 1, and the distance education ratio of students to faculty does not exceed 25 to 1 per ABHES regulation. All program schedules include national holidays.

Please note that the class schedule is subject to change without prior notice. Angeles College reserves the right to cancel scheduled classes due to availability, or for other reasons.

CODE	Program	Pre-requisite	Hours/Days 30 min or 1 hour for lunch break included *subject to change*	Length	Break
VND VNW	Vocational Nursing *(Los Angeles Campus)*	High School Diploma/ GED/ Equivalent	**Day: 52 weeks** 8a-3p Theory Days & 8a-4:30p 3 Skills Lab or 7a-3:30p 3 Clinical Days - **Weekends: 72 weeks** 8:a-5p F (Theory) 7a-7p Sat-Sun(Clinical) 7p-9pTue/Thu (Theory*) *Tue/Thu schedule for T3 only*	1,800 hours D: 52 wks W: 72 wks	Approximately 1 week following each term

VND VNW	Vocational Nursing *(City of Industry Campus)*	High School Diploma/ GED/ Equivalent	**Day: 52 weeks** 8:30a-3p Theory Days & 8:30a-5p 3 Skills Lab or 7a-3:30p 3 Clinical Days - **Weekends: 72 weeks** 5:30p-10p Tue/Thu (Theory*) 8:30a-5p Sat/Sun (Theory*) 8:30a-5p Sat/Sun (Skills Lab*) 7a-3:30p Sat/Sun (Clinical*)	1,800 hours D: 52 wks W: 72 wks	Approximately 1 week following each term
MA	Medical Assistant	High School Diploma/ GED/ Equivalent	9am-3:30p M~Th (Day) 5pm-11:30pm M~TH (Eve)	900 hours 36 weeks	Thanksgiving weekend break, 2 weeks winter break
NA	Nurse Assistant	High School Diploma/ GED/ Equivalent	9a-3:30p (Theory) 7a-3:30p (Clinical) M/W/F	164 hours 8 weeks	Thanksgiving weekend break, 2 weeks winter break

DEGREE PROGRAMS

Angeles College Degree Programs are a quarter based system and academic calendar for 2024 & 2025 is as follows. If a scheduled class date falls on a holiday, a make-up class will be scheduled within the same instructional week.

QUARTER ACTIVITY 2024

	Winter	**Spring**	**Summer**	**Fall**
Quarter Begins	Jan. 15	Apr. 8	Jul. 8	Sep. 30
Instruction Ends	Mar. 24	Jun. 16	Sep. 15	Dec. 15
Final Exams & Research Paper Deadline	Mar. 25-31	Jun. 17-23	Sep. 16-22	Dec. 16-22
Quarter Ends; Next Quarter Open Registration	Mar. 31	Jun. 23	Sep. 22	Dec. 22

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Faculty Deadline to Submit Grades	Apr. 1-3	Jun. 24-30	Sep. 23-25	Dec. 23-29
Registrar Posting of Grades	Apr. 4-7	Jul. 1-7	Sep. 26-29	Dec. 30-Jan. 5

HOLIDAYS, RECESSES and BREAKS 2024*

	Winter	**Spring**	**Summer**	**Fall**
Term Break	Dec. 18-Jan. 14	Apr. 1-7	Jun. 24-Jul. 7	Sep. 23-29
Presidents' Day	Feb. 19			
Memorial Day		May 27		
Independence Day		Jul. 4		
Labor Day			Sep. 2	
Thanksgiving Break				Nov. 25-Dec. 1

Make-Up for Classes that fall on a holiday will be scheduled within the same instructional week.

QUARTER ACTIVITY 2025

	Winter	**Spring**	**Summer**	**Fall**
Quarter Begins	Jan. 13	Apr. 7	Jul. 7	Sep. 29
Instruction Ends	Mar. 23	Jun. 15	Sep. 14	Dec. 14
Final Exams & Research Paper Deadline	Mar. 24-30	Jun. 16-22	Sep. 15-21	Dec. 15-21
Quarter Ends; Next Quarter Open Registration	Mar. 30	Jun. 22	Sep. 21	Dec. 21

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Publication Date: July 08, 2024

Faculty Deadline to Submit Grades	Mar. 31-Apr. 2	Jun. 23-29	Sep. 22-24	Dec. 22-28
Registrar Posting of Grades	Apr. 3-6	Jun. 30-Jul. 6	Sep. 25-28	Dec. 29-Jan. 4

HOLIDAYS, RECESSES and BREAKS 2025*

	Winter	Spring	Summer	Fall
Term Break	Dec. 23-Jan. 12	Mar. 24-Apr. 6	Jun. 23-Jul. 6	Sep. 22-28
Presidents' Day	Feb. 17			
Memorial Day		May 26		
Independence Day			Jul. 4	
Labor Day			Sep. 1	
Thanksgiving Break				Nov. 24-30

Make-Up for Classes that fall on a holiday will be scheduled within the same instructional week.

CODE	Program	Pre-requisite	Length
MBA	Master of Business Administration	Bachelor's degree or its equivalent – Submission of Transcript	620 hours/54 QTR 60 Weeks – Day/Eve
BSN (RN to BSN)	Bachelor of Science in Nursing (RN to BSN)	RN/ ASN	1040 hours/182 QTR* 60 weeks – Day/Eve/W
BSPN (Prelicensure Nursing)	Bachelor of Science in Prelicensure Nursing	High School Diploma/GED/ Equivalent	2540 hours/180 QTR 120 weeks – Day/Eve/W
BBA	Bachelor of Art in Business Administration	High School Diploma/GED/ Equivalent	1800 hours/180 QTR 150 weeks – Day/Eve

** Degree-completion program; 90 transfer quarter (nursing) credits of which 57 credits must be completed at the upper-division level.

AC reserves the right to modify this schedule. Students will be notified of any changes in a timely manner.

2.3 Add/Drop Period

The Add/Drop period begins on the first day of classes and ends on the seventh (7) day after the first day. During this period student 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 College. Please note, the College will automatically withdraw a student from any course(s) in which he or she is registered and for which attendance has not been posted by the end of the Add/Drop period.

2.4 Enrollment Status

Enrollment status is defined by the number credit hours in each quarter for degree programs and the number of clock hours in each program for certificate programs. The following table describes the enrollment status.

UNDERGRAD [GRAD] DEGREE PROGRAMS		CERTIFICATE PROGRAMS	
STATUS	CREDIT	STATUS	CLOCK HOUR*
Full Time	12 or more credits [8] per quarter/term	Full Time	24 or more hours per week
Three-quarter(3/4)	9-11 credits [5-7] per quarter/term	Three-quarter(3/4)	Not applicable (N/A)
Half (1/2)	6-8 credits [4] per quarter/term	Half (1/2)	Not applicable (N/A)
Less than half (1/2)	Less than 6 credits [n/a]	Less than half (1/2)	Not applicable (N/A)

At Angeles College, all clock hour programs require a full-time enrollment.

Please note that the definition of full time by the Department of Education, the Department of Veterans Affairs, and the Department of Homeland Security can differ from that used by the academics and by the registrar's office. Per the Department of Education, minimum standards for full-time enrollment status for undergraduates must be at least 12 quarter hours per academic term in an educational program using a semester, trimester, or quarter system and 24 clock hours per week for an educational program using clock hours. For example, the amount of Title IV aid a student may receive is tied in part to the student's enrollment status (full-time or part-time). Enrollment status is also a determinant of eligibility for Direct Loans.

2.5 Holidays/Constitution Day

Holidays
AC observes the following holidays:

- New Year's Day**
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day**

**Note: *Angeles College – City of Industry Campus, including the Administration Office, is closed from Christmas Day to New Year's Day.*

Constitution Day

Constitution Day is recognized on September 17th, the day the U.S. Constitutional Convention signed the Constitution in 1787. Angeles College will hold regular classes on this day.

3. ADMISSION/ENROLLMENT INFORMATION

For specific program policy, see Student Handbook.

3.1 Eligibility

All applicants must meet the following qualifications:
- For most programs, applicants must submit proof of completion of 12th grade education or the equivalent prior to admission, and must hold at least a high school diploma, official transcript, GED certificate or equivalent.
- The applicant must verbally demonstrate that he/she has reasonable expectations of how the program would benefit him/her in terms of skill acquisition, academic gains or job marketability
- The student must successfully pass the entrance exam if applicable.
- Direct transfer credit may be established through evaluation of official academic transcripts.
- Must meet the program specific requirements. Please refer to the student handbook for more information.
- Applicants must submit a Medical Examination Form *(available at the Admissions Office)* from a physician stating you can participate in the program without any limitations*.
  Currently, this definition does not apply to all programs – please check with Admissions Office for specifics.

3.2 Procedures for Enrollment

✓ **Registration for Admission**

The Angeles College is an accredited private institution that is authorized to deliver distance education in the State of California.

POLICY

Prospective students applying for admission to AC's programs begin the admission and enrollment process by submitting a complete and accurate enrollment agreement and contract along with the non-refundable registration fee.

As an applicant, the prospective student is encouraged to review and understand the contents of this catalog prior to signing an enrollment agreement. S/he is encouraged to review the School Performance Fact Sheet, which must be provided prior to signing an enrollment agreement.

PROCEDURE

The Procedure by which this process is determined is as follows:

i.   From the time of the applicant's expressed interest through a telephone conversation , to the time s/he comes to tour the campus, and all the way prior to signing an official enrollment agreement, the student's permanency of physical location and address is determined by
   (a) Securing valid copies of his/her CA State Issued Identification, or CA DMV issued current Driver's license, **OR**
   (b) A valid and current issue of a U.S. Passport bearing the picture and current address of the applicant, **OR**
   (c) A signed student attestation certifying that s/he physically resides in the State of California where s/he provides a current address at the time of enrollment.
ii. During the enrollment process, the applicant is provided a document subsequent to the enrollment agreement called "**Change of Contact Information"** form to be completed onsite, and periodically updated by the student at a minimum of every six (6) months; thus, will be collected and officially filed in the Registrar's office.
iii. The above steps (i, i(a) or (b), and (c) and ii), will be the basis for determination of the student's physical location.
iv. Prior to signing an enrollment agreement, the prospective student acknowledges that Angeles College does not offer distance education outside the State in which the institution is physically located in. In addition, Angeles College discloses that a student relocating to a state in which the institution does not have approval to operate prior to program completion, may adversely impact the student's ability to complete the program or obtain gainful in-field employment.

An Enrollment Agreement which is later verified to contain incomplete, false, or misleading information may be grounds for dismissal. Once the contract and fee have been received by AC, applicants are responsible for ensuring the completion of their admission file.

AC's admissions representative will advise students regarding the documents required in order to begin a program of study. All required documents must be submitted to the school prior to the program start date. Student must complete the admissions process and be in attendance on the first day of class for all programs.

Classes are filled on a first-come, first-serve basis. The applicant initially meets with an admissions representative to discuss career opportunities and the process of enrollment.

✓ **Admissions Policy for Applicants with Felony Charges and/or Convictions**

Angeles College does not accept admissions applications from prospective students with felony charges and/or convictions. The College does not believe that students should make a substantial investment of time, money, and potential debt if the ability to secure employment in the field of training is unlikely. If you have a felony charge and/or conviction or any criminal misdemeanor, please disclose that information to your Admissions Counselor for further assistance.

✓ **Nursing Assistant – Student Screening (Criminal Background-Check Policy)**

Nursing Assistant students shall not be permitted to practice nursing skills or have any contact with patients with any negative felony convictions as defined in 22, 243.4, 261, 273a, 288, 299 and 368 of the Penal Code. The student must submit to valid fingerprinting clearance by the Federal Department of Justice to participate in the nursing assistant program. The potential student will agree to the screening policy, receive a copy of the Penal Code and sign Form 283b stating the student has never been convicted of a felony. If, during the training period, the background check returns evidence of a criminal background and/or that they lied on the signed form the student will be financially responsible for all the hours of instruction that occurred prior to termination.

✓ **Entrance Exam**

Following an interview with an admissions representative covering the prospective student's personal, educational and employment history, the student will take an Entrance Exam (if applicable). Passing the Entrance Exam demonstrates that he/she can perform in the classroom at the level required for each program, and the institution may then proceed with enrollment. Students meeting the Transfer of Credit Policy for a program are exempt from having to take the Entrance Exam, except for the BS Prelicensure Nursing program. The Entrance Exam is not only part of the Admission Requirement but also in the Progression to the Core Nursing courses.

Students applying for the Undergraduate Degree program must pass either the Wonderlic Basic Skills Test (WBST) to show that they are well-suited to study in the specific program for which they have applied with a baseline verbal score of 365 and quantitative score of 265 or Health Education Systems, Inc. (HESI) Admission Assessment Exam with a minimum passing score of 70% for each of the 4 subjects (Reading Comprehension; Basic Math Skills; Grammar; Vocabulary and General Knowledge) and a minimum passing average score of 80% overall. BSN (RN to BSN) students must submit evidence of an Associate Degree, Diploma in Nursing, or completion of a 30-Unit Option Program.

Students submitting a passing score from the IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language), International Test of English

Proficiency (iTEP), or Pearson Test of English Academic (PTE Academic) will be exempt from the entrance exam requirement.

Minimum TOEFL, IELTS, iTEP, & PTE scores	
TOEFL	45 (Internet-based)
IELTS	5.1
iTEP	3
PTE (Academic)	36

International graduate applicants are required to demonstrate English-Language proficiency by submitting official TOEFL, ITEP, IELTS, or PTE test scores. International applicants are exempt from this requirement if an undergraduate or graduate degree was completed in its entirety in the United States or any other country where English is the only officially recognized language of the country. Students applying for the MBA program must meet or exceed the above baseline score levels. Angeles College does not require any GRE or GMAT scores for graduate applicants.

Students applying for the Prelicensure BS Nursing (BSN) and Vocational Nursing (VN) programs must take the ATI TEAS-VII (Test of Essential Academic Skills) which is designed to measure overall academic preparedness for nursing related content. The BSN applicant must at least obtain an **overall score of Proficient or higher**. The VN applicant must at least obtain an **overall score of Basic or higher**. The overall score is intended to correlate with the applicant's program success.

TEAS® VII Proctored Assessment		OVERALL (150 items)	Reading (42 items)	Math (30 items)	Science (48 items)	English and Language Usage (30 items)
Cut Scores	Developmental	< 41.3%	< 47.6%	< 46.7%	< 33.3%	< 40.0%
	Basic (CI-VN)	43.3%	47.6%	46.7%	33.3%	40.0%
	Basic (LA-VN)	50.0%	47.6%	46.7%	33.3%	40.0%
	Proficient	60.0%	69.0%	63.3%	45.8%/ 54.0% (TC)	60.0%
	Advanced	78.0%	83.3%	86.7%	66.7%	80.0%
	Exemplary	90.7%	95.2%	96.7%	81.3%	93.3%

Applicants will have a maximum of two attempts 2-weeks apart to successfully pass the admission exam. If an applicant does not pass the TEAS after two attempts, he/she must wait a period of 6-months to retest and must provide proof of remediation. TEAS scores must be within three (3) year of date for the BSN program and must be within one (1) year of date for the VN program.

Students applying to the following programs must meet or exceed entrance exam baseline score levels as stated in the table below for the Wonderlic Basic Skills Test (WBST) to show that they are well suited to study in the specific program for which they have applied.

Program	Verbal	Quantitative
	Baseline Score to Pass	*Baseline Score to Pass*
Nurse Assistant	365	265
Medical Assistant		
Bachelor of Arts in Business Administration	365	265

(Source: Wonderlic Basic Skills Test User's Manual for Ability-to-Benefit Testing - © 2010 Wonderlic, Inc.)

Applicants are allowed two attempts to successfully reach entrance level results. Otherwise, a six (6) month delay will be applied before the applicant is allowed to retest as part of the entrance exam requirements.

✓ **English Language Proficiency**

All students except BSN (RN to BSN) students must demonstrate English proficiency by passing the HESI (for Undergraduate Degree Programs other than the BSPN program), ATI TEAS (for the VN and BSPN Program), or WBST (For Certificate Programs other than the VN Program). International students or nonnative speakers of English may also demonstrate competency by submitting a passing score from the IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language), International Test of English Proficiency (iTEP), or Pearson Test of English Academic (PTE Academic). In addition, BSN (RN to BSN) students must submit evidence of an Associate Degree, Diploma in Nursing, or completion of a 30-Unit Option Program. Information about passing scores can be found in the previous section, "Entrance Exam."

✓ **Admissions Status**

A student is granted Admitted status by AC after all documents have been received, the applicant's admission file has been reviewed and all admission requirements have been met.

✓ **Official Diploma/Transcript**

As appropriate, an applicant must submit an official high school diploma/transcript or official degree/transcript reflecting all work taken at institutions of education. Applicants who did not graduate from an accredited high school but received a General Education Development (GED) certificate or passed the HiSET, TASC, or other state-authorized examinations must provide documentary proof of certification or official transcripts reflecting all work taken at institutions of higher education.

Master of Business Administration (MBA) students must submit a bachelor degree or its equivalent from an accredited institution. Applicants should submit official transcripts from each undergraduate and/or graduate institution from which they have received a degree. An academic transcript to evidence the baccalaureate must be submitted prior to matriculation. MBA applicants are recommended to have a GPA of a least 2.75 on a 4.0 scale in one of their official transcripts. Students who do not meet this requirement will require an interview with a member from the Business department faculty if accepted.

✓ **Foreign Transcripts**

All academic records from countries other than the United States must be evaluated by the credential evaluation services of an agency that has published standards for membership, affiliations to national international higher education associations, and are frequently linked to and used by federal agencies, state agencies, educational institutions and employers (e.g. National Association of Credential Evaluation Services or NACES: http://www.naces.org/members.html and Association of International Credential Evaluators, Inc. or AICE: http://www.aice-eval.org/members/).

✓ **Assessment for Admission**

The school retains the right to accept or reject an applicant based on the applicant's character reference, scholastic status and/or financial status. Presuming all requirements and standards of admissions are met and the applicant is motivated and prepared to make the financial and personal commitment toward his/her chosen training program, an enrollment agreement between the school and the applicant may be signed, the first payment may be made (prior to the first day of class, unless other arrangements are made, the student is required to pay in full: the registration fee, cost of books & equipment, and the first tuition payment) and a start date may be set.

✓ **Transfer of Credit Policy**

Angeles College (AC) considers credit from other institutions accredited by an agency recognized by the United States Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA).

Students must complete a minimum of 25% of their credits or hours at Angeles College for degree programs (for the BSN program, please refer to section 12.2) or 50% of credits to be completed in residence for certificate program. Transferred credits will be excluded from the calculation of grade point averages (GPA). No credits from other institutions may be transferred or applied toward the MBA degree.

The Program Director will evaluate and transfer any credits for previous education or training that are deemed appropriate and satisfactory, and meet the following minimum requirements:

- Transferrable courses must have a passing grade or equivalent.
- The course meets the requirements of the specific academic program for which it is being considered. Each program maintains its own transfer credit requirements.
- Courses earned in foreign institutions will be evaluated using standards established by an agency which attests to the qualitative and quantitative equivalency of the foreign education and the specific course or courses for which transfer credit is to be awarded (e.g. NACES: http://www.naces.org/ and AICE: http://www.aice-eval.org/).
- Official Transcripts from the previous institution must be submitted before credit is granted.

Angeles College determines the courses that are equivalent to the courses in the program and are acceptable for credit.

Additional Admissions Requirements for Vocational Nursing Program

- Applicants must submit background check and be cleared of any criminal charges.
- Applicants must pass a urine drug screening test.
- Applicants satisfactorily complete an interview with the Director or Assistant Director of the Vocational Nursing program.
- Alternate Students - May admit alternate students in each new class to replace students who may drop out:
- The number of alternate students admitted may not exceed 10% of the school's Board-Approved number of students per class.
- Prior to admission, alternate students will be informed in writing of their alternate status and that they may be dropped from the cohort during Term I.
- Alternate students may participate in classes until the commencement of scheduled clinical experience at approved clinical facilities.
- Alternate students, in good standing, may be officially admitted to the program if an accepted student drops out.
- Alternate students' enrollment will be cancelled and all monies will be refunded except registration fee, used books & supplies, and ATI fee if no student drops out before the beginning of the clinical experience. Alternates will be offered a guaranteed seat in the next available class, so long as the alternate maintains satisfactory progress and complies with all Vocational Nursing program and College policies and procedures.
- Students enrolled as an Alternate are not eligible for Title IV, HEA program funds unless and until they are admitted as regular students, after the trial period as an alternate. Upon admission as a regular student, Title IV, HEA program fund eligibility will be retroactive back to the beginning of the payment or loan period, as applicable.

3.3 International Students and Visas

AC has been approved to provide I-20 student visa forms to international students in accordance with the International Student and Exchange Visitors Program since March, 2011. The SEVIS I-901 fee of $350 must be paid directly to the SEVP administrator for those, with an initial Form I-20, applying for a student F-1 visa. Should the student wish for AC to pay on the student's behalf, the student must provide their credit card information to execute the transaction. The school will send the receipt of the payment enclosed in the acceptance package.

3.3.1 International Students and General Information

1. International students must register for and maintain a full-time program of study in the academic program in which they are enrolled. At minimum, a full-time program of study is at least 18 clock hours per week (22 clock hours a week if the dominant part of the course of study consists of laboratory work) or 12 credit hours or more per session. Part time F-1 status is not permitted by the U.S. Citizenship and Immigration Service. The registration status and academic performance of all international students will be monitored by the College.
2. A recent photograph must be submitted with an application (passport size is acceptable).
3. Prospective international students are advised that they must comply with all requirements of the U.S. Citizenship and Immigration Services and of AC to be admitted as international students.
4. A transfer student from a college/university accredited by an accrediting agency recognized by the U.S. Department of Education, must:
   a. Follow set transfer procedures of the U.S. Citizenship and Immigration Services, and
   b. Have pursued a full-time course of study with a minimum GPA of 2.0 ("C") at the college/university the student was last authorized to attend (an official transcript must be filed).

3.3.2 International Students and Financial Resources

1. Each international student must submit verification of sufficient financial resources. The verification must indicate the ability of the student to finance each year's education and living expenses to the satisfaction of the AC's International Student Principal Designated School Officer (PDSO) or Designated School Officer (DSO). The amount of financial resources required varies by the program the student plans to enroll in. The PDSO/DSO will provide each student with the specific amount required.
2. An international student attending the College must pay all mandatory fees, enrollment fees and other fees paid by resident students.
3. Financial aid is not available to F-1/M visa international students.
4. An international student may not accept off-campus employment while attending the College unless approval is granted by the U.S. Citizenship and Immigration Services and the PDSO/DSO.

3.4 Orientation

Each prospective new student must be on campus, attend via video-conferencing or complete the Orientation webinar prior to the first day of class to complete the enrollment process and orientation.

The purpose of orientation will be to review and explain:
- All attendance and classroom policies
- Students' responsibilities concerning preparedness for classes
- The services provided by the school
- The conduct expected of AC students and graduates in their fields of study

3.5 Re-enrollment

Any student who wishes to re-enroll in the same program should first submit in writing a letter to AC, noting the reason for initial withdrawal and reasons for desire to re-enroll. Any student who re-enrolls must sign a new enrollment agreement at the current tuition rate.

Re-enrollment is appropriate if a student:

- Withdrew from the College
- Interrupted continuous program enrollment during class
- Was dismissed or suspended for nonacademic reasons
- Invalidated a leave of absence
- Plans to return for graduation

Students who left in good standing and who are re-enrolling in their previous major will be approved to re-enroll.

Students who have been terminated/dismissed for unsatisfactory progress from the College may apply for re-admission at the direction of the School Administrator or the Program Director. The student must show that previous cause(s) leading to the termination/suspension have been addressed. The School Administrator or the Program Director will review all such cases, and may place certain requirements upon students requesting to be readmitted.

Every re-enrollment request will be reviewed and a status report will be returned to the student.

3.6 Reinstatement Policy

Whether due to probation, termination, suspension or personal reasons, students who have been in any one of these conditions may be reinstated upon approval of the School Administrator. Students must request reinstatement in writing and deliver it to AC. All requests are determined on an individual basis. Please submit a request in person to an admissions representative at 3440 Wilshire Blvd. Suite 310, Los Angeles, CA 90010 (LA Campus) or at 17595 Almahurst St., Suite 101-3, City of Industry 91748 (City of Industry Campus) as applicable.

4. FINANCIAL INFORMATION

Trained staff members are available to assist students with general financial questions regarding the loan application process, file status, state funding programs, policies and procedures.

4.1 Tuition and Other Fees* - Certificate Program

Program Title	Total Charges for the Current Period of Attendance	Reg. Fee (Non-Refundable)	STRF Fee** (Non-Refundable)	Estimated Tuition Per Term/Level/ PMT Period	Estimated Total Tuition	Estimated Books & Equip. & Other Fees	Estimated Total Charges for the Entire Educational Program
Medical Assistant (CI Campus Only)	$7,425.00	$50.00	$0.00	$6,075.00/ PMT Period	$12,150.00	$1,300.00	$13,500.00 *effective 4/1/24*
Nurse Assistant (CI Campus Only)	$1,296.00	$50.00	$0.00	N/A	$2,050.00	$221.00	$2,321.00 *effective 4/1/24*
Vocational Nursing	$9,408.75	$100	$0.00	$7,128.00/ Term	$28,512.00	$4,805.50	$33,417.50 *effective 4/1/24*

Students receiving assistance may have varying fees associated with their chosen field of study which are not reflected in the table above. (a) I-20 Processing Fee $350 for international students.

**Effective April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will be zero dollars and zero cents ($0.00) per one thousand dollars ($1,000) of institution charges.*

4.2 Tuition and Other Fees* - Degree Program

Program Title	Total Charges for the Current Period of Attendance	Reg. Fee (Non-Refundable)	STRF Fee** (Non-Refundable)	Estimated Tuition Per Qtr Credit /Total Quarter	Estimated Total Tuition	Estimated Books & Equip. & Other Fees	Estimated Total Charges for the Entire Educational Program
Bachelor of Science in Nursing (RN-BSN) (LA Campus Only)	$4,102.00	$100.00	$0.00	$220.00 /92 Qtr	$20,240.00	$1,615.00	$21,955.00 *effective 4/1/24*

Bachelor of Science in Prelicensure Nursing (LA Campus Only)	$9,025.00	$100.00	$0.00	G.E $450 Science $580 Nursing $690/180 Qtr	$113,500.00	$11,087.50	$124,687.50 *effective 4/1/24*
Bachelor of Art in Business Administration	$3,313.00	$100.00	$0.00	$250.00 /180 Qtr	$45,000.00	$3,190.00	$48,290.00 *effective 4/1/24*
Master of Business Administration (CI Campus Only)	$5,355.00	$100.00	$0.00	$540.00 /54 Qtr	$29,160.00	$2,390.00	$31,650.00 *effective 4/1/24*

This cost is based on the assumption that a student starts from the beginning of the program, and unit credit transfers are approved, as applicable.
Students receiving assistance may have varying fees associated with their chosen field of study which are not reflected in the table above. (a) I-20 Processing Fee $350 for international students.
**Effective April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will be zero dollars and zero cents ($0.00) per one thousand dollars ($1,000) of institution charges.*

4.3 Tuition Payment Policy
Upon enrollment, students assume the responsibility for paying tuition costs in full, either through direct payment or a financial plan. Tuition is payable in advance and due at the time of enrollment, and students may enroll under one of AC's tuition payment plans. All arrangements for payment of tuition are to be made in advance. A student's tuition payment obligation is determined by payment periods in increments of one to six, depending on the program. Students are expected to pay their obligation at the beginning of each payment period.

The student is solely responsible for payment of all tuition, which must be paid in full in order to graduate. The school can deny a document of completion to a student who has not fully paid their obligation to the school.

AC is not a lending institution. For any program, tuition should be paid on a pre-arranged date according to the contract. Should payment not be made per the agreement, the student may be suspended until such time as tuition is current. Such a situation may necessitate the student continuing his/her studies with another group.

4.4 Processing Fees & Late Fees
A late fee of $25.00 will be assessed for every course for which the student's tuition payment has not been received according to the terms of the student's financial agreement. A processing fee of $25.00 will be charged for checks returned for any reason. If a student completes a program of

study with a balance remaining on the account, the student must pay the account in full before graduation will be completed. A nominal fee will be charged for all credit card transactions.

4.5 Tuition Collection Policy

At the student's option, tuition may be paid in full including fees through out of pocket payments and any funds received through institutional loans after the student has been accepted and enrolled and the date of the first class session is disclosed on the enrollment agreement. The student has to the last day of attendance to clear their tuition balance before the account becomes outstanding.

Collection Process

Letters and email blasts will be sent out on prearranged days to inform and attempt collection of past due balances before being reported to the collection agency.

- ✓ *30 Days Past Due*- An email will be sent to student's email address and a letter to any other address on file. *Hold will remain or placed.
    *Hold – Student may not obtain a transcript, view grades or re-enroll until the amount is paid in full.

- ✓ *60 Days Past Due*- Past due email and warning letter are sent out.
- ✓ *90 Days Past Due*- Final letter will be mailed. **This is the <u>Final Notice.</u>**
- ✓ Student will have 14 days to respond from and repay debt before account is sent to collections.

Collection Placement

After the 14 days, from final notice, all accounts greater than $250.00 will be referred to the collection agency.

- ✓ Accounts with the agency will incur collection costs
- ✓ The debt will be reported to credit bureaus.
- ✓ Student may not re-enroll until balance is paid in full.

*Accounts under $250.00 will remain in-house and acquire a 15% penalty fee, from the original unpaid balance.

Any questions regarding this policy may be directed to the Business Office.

4.6 Refund Policies – Certificate Programs
(In Compliance with CA. Ed. Code §94911(e) (1))

Prior to the Start of Classes
If the applicant is not accepted by the College, all monies paid, including tuition and registration fee will be refunded. The College reserves the right to cancel a class prior to the first scheduled

class day. In the event of class cancellation, a student is entitled to a full-refund including registration fee. If the applicant is accepted by the College and does not start classes, all monies paid, including tuition and registration fee will be refunded.

During the Cancellation Period
The Student has the right to withdraw from the program of instruction at any time, including the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

To withdraw or cancel the enrollment agreement, the Student must send via email, letter, or deliver in person a written Notice of Cancellation or Letter of Withdrawal postmarked NO LATER THAN the end of: (a) the day of the first class session or (b) the seventh day after enrollment, whichever is later. Compliance with this policy will result in a full refund less the registration fee not to exceed $250.00.

After the Cancellation Period
If the student withdraws from the certificate program after the period allowed for cancellation of the enrollment agreement, AC will calculate a refund of tuition, fees, or supplies (books and/or equipment) due for the period of attendance. The refund amount will be the difference between earned charges and unearned charges for the period of attendance. Refund due will be made without requiring a request a form from the student. The refund will be given within 45 days of the last day of attendance, which is considered the drop or withdrawal date.

Books and/or equipment purchased from AC must be returned to the school in "like new" condition within the cancellation period or students will be liable for the full cost. If the Student owes the School books and/or equipment, the Student must return the books and/or equipment in good condition to the School within 30 days before receiving the refund. If the Student fails to return these within 30 days, the fair market value of the books and/or equipment will be deducted from the amount of the refund.

AC provides a pro rata refund of nonfederal student financial aid program moneys paid for institutional charges to a student who has not completed 100 percent of the period of attendance for certificate programs. 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.

It is the policy of the institution to pay the refund in the disclosed distribution policy found in the school catalog.

IF THE AMOUNT THAT YOU HAVE PAID IS MORE THAN THE AMOUNT YOU OWED FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN 45 DAYS OF WITHDRAWAL DATE. IF THE AMOUNT THAT YOU OWE IS MORE THAN THE AMOUNT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENT TO PAY IT.

4.7 Refund Procedures & **Refund Method & Pro Rata Refund Calculation Module – Certificate Programs**

Refund Procedures
To request a refund, a student shall complete and submit a Notice of Cancellation/Withdrawal form or deliver a written letter to the Registrar's Office stating intent to cancel or withdraw from the College when a student is voluntarily withdrawing (The College will fill a Notice of Drop from the Program form when a student is dropped involuntarily). A written letter of cancellation or withdrawal need not take any particular form and, however expressed, is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

The Notice of Cancellation/Withdrawal form, available from the Registrar's Office, or a written letter of cancellation or withdrawal can be mailed, faxed, emailed or submitted in person once completed. Refunds will be mailed in approximately two to six weeks. Be sure your current mailing address is on file with the College. Refunds, when due, will be made without requiring a request form from the student. Refunds are processed within 45 days of the last day of attendance.

A check is the only form of payment that Angeles College uses to issue refunds. If a payment is made by credit card for any registration transactions and you later drop any or all of your classes within the required refund period, we will not refund the amount to your credit card account. All refund checks are made payable to the student by the Business Office.

Refund Method
For non-federal student financial aid program moneys, the College 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 period of attendance for certificate programs. At Angeles College, this pro rata refund is applied for students who have not completed 100 percent of the period of attendance for certificate programs.

i. Determine the total amount of tuition and fees charged to the student; deduct the one-time charges such as the registration fee and the cost of used equipment, books, and supplies fees from the total charges (Not that unused books, educational supplies and equipment are not included in this offset, and will be separately evaluated on a case-by-case basis).

ii. The hourly charge for instruction is calculated by dividing the tuition cost by the number of hours in the program.

iii. The amount owed by the student for purposes of calculating a refund is derived by multiplying the total hours measured from the first day of instruction as set forth in the Enrollment Agreement through the Last Date of Attendance (LDA) regardless of absences by the hourly charge for instruction. This is the prorated tuition.

iv. The prorated tuition is added to the registration fee and the cost of used equipment, books, and supplies issued by the College to determine the total amount of charges the student is obligated pay.

v. The amount the student has paid for the program is subtracted from the amount the College is allowed to retain to determine if the student has a balance or a refund is due.

Pro Rata Refund Calculation Model (Have not completed 100% of period of attendance)
A student enrolls in a certificate program consisting of 900 clock hours and the enrollment agreement reflects the following charges: The cost per clock hour is as $12,40 ($11,160 tuition/900 clock hours). If a student is enrolled in this program, the costs for the period of attendance would be: $12.40 x 450 clock hours = $5,580 tuition, plus non-refundable registration fee of $50 and any fees of equipment/supplies purchased from the College. A student paid $5,912 ($5,580 tuition, $50 non-refundable registration, and $282 books/supplies/equipment) for this period of attendance. If a student stops attending after 200 clock hours scheduled through the Last Day of Attendance (LDA), the refund calculation occurs as below.

Example Refund calculation for a Student Withdrawing After 200 clock hours scheduled through the LDA (For less than the period of attendance)	
Tuition for this period of attendance	$5,580.00
Non-refundable Registration	$50.00
Used Books/Equipment/Supplies	$282.00
% of Clock hour Completed if Student Withdraws (when calculating percentages, round to three decimal places, for example, 4486 = 449, or 44.9%)	200/450 hrs or 44.4%
% of Tuition Paid Due as Refund* (rounded to three decimal places%)	55.6%
Pro Rata Tuition Refund Due to Student ($5,580 - $2,477.52)	$3,102.48
Total Amount Retained by Angeles College ($2,477.52 of tuition & $50 of non-refundable registration & $282 of used equipment/supplies)	$2,809.52**
*$2,809.52 = $5,912 - $3,102.48	

4.8 Refund Policies – Degree Programs

Prior to the Start of Classes
If the applicant is not accepted by the College, all monies paid, including tuition and registration fee will be refunded. The College reserves the right to cancel a class prior to the first scheduled class day. In the event of class cancellation, a student is entitled to a full-refund including registration fee.

If the applicant is accepted by the College and does not start classes, all monies paid, including tuition and registration fee will be refunded.

During the Cancellation Period
The Student has the right to withdraw from the program of instruction at any time, including the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

To withdraw or cancel the enrollment agreement, the Student must send via email, letter, or deliver in person a written Notice of Cancellation or Letter of Withdrawal postmarked NO LATER THAN the end of: (a) the day of the first class session or (b) the seventh day after enrollment, whichever is later. Compliance with this policy will result in a full refund less the registration fee not to exceed $250.00.

After the Cancellation Period
If the student withdraws from the certificate program after the period allowed for cancellation of the enrollment agreement, AC will calculate a refund of tuition, fees, or supplies (books and/or equipment) due for the period of attendance. The refund amount will be the difference between earned charges and unearned charges for the period of attendance. Refund due will be made without requiring a request a form from the student. The refund will be given within 45 days of the last day of attendance, which is considered the drop or withdrawal date.

Books and/or equipment purchased from AC must be returned to the school in "like new" condition within the cancellation period or students will be liable for the full cost. If the Student owes the School books and/or equipment, the Student must return the books and/or equipment in good condition to the School within 30 days before receiving the refund. If the Student fails to return these within 30 days, the fair market value of the books and/or equipment will be deducted from the amount of the refund.

AC provides a pro rata refund of nonfederal student financial aid program moneys paid for institutional charges to student who have completed 60 percent or less of the period of attendance for degree programs. If the student has completed more than 60 percent of the period of attendance for which the student was charged, the tuition is earned and the student will receive no refund. 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.
It is the policy of the institution to pay the refund in the disclosed distribution policy found in the school catalog.

IF THE AMOUNT THAT YOU HAVE PAID IS MORE THAN THE AMOUNT YOU OWED FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN 45 DAYS OF WITHDRAWAL DATE. IF THE AMOUNT THAT YOU OWE IS MORE THAN THE AMOUNT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENT TO PAY IT.

4.9 Refund Procedures and Refund Method & Pro Rata Refund Calculation Module – Degree Programs

Refund Procedures

To request a refund, a student shall complete and submit a Notice of Cancellation/Withdrawal form or deliver a written letter to the Registrar's Office stating intent to cancel or withdraw from the College when a student is voluntarily withdrawing (The College will fill a Notice of Drop from the Program form when a student is dropped involuntarily). A written letter of cancellation or withdrawal need not take any particular form and, however expressed, is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

The Notice of Cancellation/Withdrawal form, available from the Registrar's Office, or a written letter of cancellation or withdrawal can be mailed, faxed, emailed or submitted in person once completed. Refunds will be mailed in approximately two to six weeks. Be sure your current mailing address is on file with the College. Refunds, when due, will be made without requiring a request form from the student. Refunds are processed within 45 days of the last day of attendance.

A check is the only form of payment that Angeles College uses to issue refunds. If a payment is made by credit card for any registration transactions and you later drop any or all of your classes within the required refund period, we will not refund the amount to your credit card account. All refund checks are made payable to the student by the Business Office.

Refund Method

For non-federal student financial aid program moneys, the College 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 period of attendance for degree programs. The pro rata percentage is based on days of attendance within the period of attendance for degree programs. The pro-rata tuition and fee charges based on the drop date, or withdraw date (the last date of actual attendance) and length of the quarter.

i.   Determine the total amount of tuition and fees charged to the student; deduct the one-time charges such as the registration fee and the cost of used equipment, books, and supplies fees from the total charges (Note that unused books, educational supplies and equipment are not included in this offset, and will be separately evaluated on a case-by-case basis)

ii. Apply a pro rata refund based on the percentage of scheduled days completed in the period of attendance.

iii. The prorated tuition is added to the registration fee and the cost of used equipment, books, and supplies issued by the College to determine the total amount of charges the student is obligated to pay.

iv. The amount the student paid for the program is subtracted from the amount the College is allowed to retain to determine if the student has a balance due or a refund is due.

How to Estimate a Pro-Rated Refund:
- Count the number of days from first day of term to actual withdrawal date.
- Divide by the number of days in the term and multiply it by the actual tuition assessed to get your prorated tuition
- Subtract pro-rated tuition from actual amount assessed.
- The prorated tuition is added to the registration fee and the cost of used equipment, books, and supplies issued by the College to determine the total.

Pro Rata Refund Calculation Module (For up to 60 percent or less attendance)
A student enrolls in a degree completion program consisting of 92 quarter credit hours and the enrollment agreement reflects the following charges: The cost per quarter credit hour is identified as $220.00. If a student is enrolled in four 4-credit courses, the costs for the term would be: $220.00 x 16 credits = $3,520.00 tuition, plus non-refundable registration fee of $100 and used equipment/supplies of $110 (Note that books were not purchased from the College in this scenario). A student paid $3,730 for this term. A term is 10 weeks in length, representing 70 days. If a student stops attending at the end of 4th week, or after 28 days, the refund calculation occurs as below.

Example Refund calculation for a Student Withdrawing on 28th Day of Academic Quarter (For up to 60 percent or less attendance)	
Tuition for 16 Quarter Credit Courses	$3,520.00
Non-refundable Registration	$100.00
Used Equipment/Supplies	$110.00
% of Quarter Completed if Student Withdraws on 28th of 70 Days	28/70 days or 40%
% of Tuition Paid Due as Refund* (when calculating percentages, round to three decimal places, for example, 4486 = 449, or 44.9%)	60%
Pro Rata Tuition Refund Due to Student ($3,520.00 - $1,408)	$2,112.00
Total Amount Retained by Angeles College ($1,408 of tuition & $100 of non-refundable registration & $110 of used equipment/supplies)	$1,618.00**
*$1,618.00 = $3,730 - $2,112	

If any portion of the tuition was paid from the proceeds of a loan, the refund shall be sent to the lender or, if appropriate, to the State of Federal agency that guaranteed or insured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any Student Financial Aid Program from which the Student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the Student.

4.10 Comparison of Return of Title IV Funds Policy to AC's Tuition Refund Policy
The return of Title IV funds is separate from AC's tuition refund policy. See the Return of Title IV Funds Policy under Section 5. Financial Aid

4.11 Statement of Indebtedness

The student is responsible for the amount of course instruction. If the student obtains a loan for the course of instruction, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

If the student is eligible for a loan guaranteed or insured by the State or Federal government and the student defaults on the loan:

    I. The Federal or State government or the loan guarantee agency can take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

    II. The student may not be eligible for any other Federal financial assistance for education at a different school or for government housing assistance until the loan is repaid.

4.12 Student Tuition Recovery Fund (STRF) Statement

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., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

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

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

5. FINANCIAL AID*

Currently, Financial Aid is available for the Vocational Nursing program for both campuses, for the Medical Assistant program for the City of Industry campus, and for the Bachelor of Science of Nursing (RN to BSN) and Bachelor of Science in Prelicensure Nursing program for the Los Angeles campus. All student financial aid is based on eligibility qualifications.

5.1 General comment on Consumer Information

Each Financial Aid Officer within the Financial Aid Office (FAO) is apprised of the information here within and will be able to direct enrolled and/or prospective students and their families as required during normal business hours. See 5.2 for the Financial Aid Office business hours. Visit https://www.angelescollege.edu/about-us/disclaimers/ for all financial aid consumer information.

5.2 About Financial Aid

Angeles College offers a variety of financial aid programs to help students with education-related expenses. These include grants and loans.

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

Detailed information, application forms, and professional aid advising are available in the Financial Aid Office.

5.3 Financial Aid Office & Business Hours

The main Financial Aid Office is located at 3440 Wilshire Blvd., Suite 310 Los Angeles, CA 90010.

Days	Hours
Monday through Friday	9:00 a.m. – 6:00 p.m.

Phone   (213) 487-2211   Fax   (213) 487-2299

E-mail   Kathy Torrance, Financial Aid/VA Director ktorrance@angelescollege.edu
Evelyn Gaytan, Assistant Director of Financial Aid egaytan@angelescollege.edu
Eunice Rhee, Financial Aid Advisor erhee@angelescollege.edu
Jaime Martinez Rejyes, Financial Aid Advisor jmartinez@angelescollege.edu
Mandy Duan, Assist. Dir. of FA –CI Campus only mduan@angelescollege.edu
Elaine Wang, Financial Aid Advisor –CI Campus only ewang@angelescollege.edu

Please contact the Financial Aid Office for any updates on this information.

5.4 Financial Aid Links

- To Create an FSA ID: https://studentaid.gov/fsa-id/create-account/launch
- Read the Department of Education's guidelines on eligibility requirements for federal student aid: https://studentaid.gov/understand-aid/eligibility/requirements
- Free Application for Federal Student Aid (FAFSA) on the web:
- To apply for and learn about managing your loans: https://studentaid.gov/understand-aid/types/loans
- To learn about more financial aid: https://studentaid.gov/
- To manage federal student loans: https://studentaid.gov/h/manage-loans
- To learn more about the Cal Grant, click the following link: https://www.csac.ca.gov/students
- Information for those eligible for Veterans Education and Training Benefits*, Department of Veteran Affairs: https://www.va.gov/education/
  Currently, LA main campus is participating in this training. As of July 2024, the BS in Prelicensure Nursing (BSPN) and the BS in Nursing (RN to BSN) and Vocational Nursing programs are eligible for this benefits

5.5 Financial Aid Student Eligibility

Eligibility for federal student aid is based on financial need and on several other factors. The financial aid administrator will determine your eligibility. To qualify for financial aid and maintain eligibility for the programs, federal regulations indicate that you must:

- Be a United States Citizen or U.S. National, permanent resident or eligible non-citizen*;
- Must show proof of 12th grade education or an equivalent that is approved by the Secretary of the Department of Education;
- Be enrolled in good standing;
- Maintain Financial Aid Satisfactory Academic Progress;
- Demonstrate financial need;
- Enroll in one of our Title-IV eligible programs;
- Not be in default on any educational loan and not owe a refund on a grant received for attendance at any post-secondary institution.

For more information, please visit:
https://studentaid.gov/resources/eligibility-text
https://studentaid.gov/understand-aid/eligibility/requirements

Who is an Eligible Non-Citizen?
U.S. Permanent Residents with a Permanent Resident Card (I-551) or Conditional Permanent Residents (I-551C) or those with an Arrival-Departure Record (I-94) showing the designations of Refugee, Asylum Granted, Parole or Cuban-Haitian Entrant or those with an Immigration Court document approving Asylum or documentation of entering the U.S. under provisions of the

Victims of Trafficking and Violence Protection Act. *For more details please visit* https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens

5.6 Available Financial Aid Programs

5.6.1 Federal Aid Programs

✓ **Federal Pell Grant**
The Federal Pell Grant is a type of post-secondary, educational federal grant that does not require repayment and is awarded on a "financial need" formula determined using criteria submitted through the FAFSA. For 2024-2025, the maximum Pell Grant awarded is $7,395 (For 2023-2024 the maximum Pell Grant awarded is $7,395). In certain situations, an eligible student can receive up to 150 percent of the maximum annual Federal Pell grant amount for an award year. Pell Grant awards are available only to qualifying students in eligible programs who have not received Bachelor's Degrees. For the 2023-2024 school year, Pell Grant is prorated based on enrollment status per term/quarter (eg., full time/three quarter time/half time/less than half time). For the 2024-2025 school year, Pell Grant will be prorated for every credit below 12. For example, a student is enrolled in 8 credit hours when full-time is 12, their enrollment intensity is 67%.

✓ **Federal Supplemental Education Opportunity Grant (FSEOG)**
The Federal Supplemental Education Opportunity Grant (FSEOG) is a federal grant program designed to assist undergraduate students who have demonstrated the greatest financial need. The FSEOG does not need to be repaid.

Each participating school receives a certain amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. Once the full amount of the school's FSEOG funds has been awarded to students, no more FSEOG awards can be made for that year. This system works differently from the Federal Pell Grant Program, which provides funds to every eligible student. At the moment, FSEOG recipients can expect to receive a maximum of $240 per academic year.

✓ **Federal Direct Student Loans**
Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education.

● Direct Subsidized Loan – Offered to students based on demonstrated financial need. Interest is paid by the federal government while the student is in school.

● Direct Unsubsidized Loan – Students are responsible for all the interest that accrues while enrolled in school. Interest may be deferred throughout enrollment. Unpaid interest that is deferred until after graduation is capitalized (added to the loan principal).

● Direct PLUS loans – Direct PLUS loans are low-interest loans available to parents of dependent students and to graduate and professional degree students. Interest is charged during all periods.

5.6.2 State Aid Programs – Cal Grant Programs

Complete either a **FAFSA** (Free Application for Federal Student Aid) or **CADAA** (California Dream Act Application). Students are recommend to complete their applications as soon as possible **beginning October 1st**, but no later than the **March 2nd PRIORITY deadline**.

✓ **Cal Grant Programs (A, B, or C)**
Cal Grant A, B and C are grant programs administered by the State of California and are available to eligible undergraduate students that does not need to be paid back. Cal Grant applicants must apply using the FAFSA or CA Dream Act Application by the deadline and meet all eligibility, financial, and minimum GPA requirements of either program. 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 account to cover outstanding tuition fees, and supplies. However, a student may request direct payment of his or her Cal Grant B access funds up to the date the fund transaction actually occurs.

✓ **Chafee Grant Programs**
The California Chafee Grant Program is sponsored by the California Student Aid Commission and the state Department of Social Services for eligible foster youth and former foster youth. Students who qualify may be eligible to receive up to $5,000 per year if enrolled in an eligible program. In general, students must:

• Be eligible, or have been eligible, for foster care between ages 16 and 18.
• Not have reached age 26 as of July 1 of the award year
• Have not participated in the program for more than 5 years (cumulative)

Funding from the Chafee Grant is intended to supplement any grant funds that a student may otherwise be eligible to receive; however, the total grant funding may not exceed the student's cost of attendance. Chafee Grant benefits must be coordinated with a student's other financial aid. In some instances, remaining loan disbursements or work-study awards may need to be cancelled to allow maximum Chafee Grant awards to be received.

In compliance with California Education Code sections 69433 and 69433.5, the California Student Aid Commission will continue to use the traditional enrollment statuses of full-time, three-quarter time, and half-time for the 2024-25 Cal Grant program.

For more information regarding the State Aid programs, please contact the Financial Aid Office directly (Refer to 5.3).

5.6.3 Private Loans

These loans have a competitive interest rate and are provided by a private funding source to cover educational expenses beyond what is covered by federal loans. The eligibility for these loans is determined by the borrowers (and co-borrower's) credit history. Then lender determines the repayment terms and conditions of these loans. The student must be 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.

5.7 Financial Federal Aid Funds Disbursement Policy

✓ **Responsibility and Authority:** The Student Financial Aid Office is responsible for **authorizing** the disbursement of financial aid to students. The Business Office is responsible for the **disbursement** of these funds directly to the student account.

✓ **Student Financial Aid Office:** The Student Financial Aid Office's responsibilities and functions within the disbursement process may be summarized as follows:
   - Process student applications for financial aid, make awards based on federal and state law and institutional policy, and authorize payment to students
   - Interpret financial aid regulations and ensure compliance
   - Coordinate/relay information as necessary to the Business Office as well as maintain records of all student financial aid activity, regardless of the source of the funds
   - Account for and maintain financial aid funds

✓ **Business Office:** The Business Office ensures compliance with financial aid regulations and policies. The Business Office makes disbursements as soon as administratively feasible but no later than 3 business days after receiving funds from the Department of Education, and is responsible for the crediting of funds to students' accounts. The Business Office will closely monitor and maintain on a current basis General Ledger control accounts and related subsidiary accounts that identify each Title IV, HEA program transaction, and separate those transactions from all other institutional financial activity.

✓ **Three-day rule:** AC operates under advanced payment method thus AC must disburse federal cash no later than three business days following its receipt. When requesting funds with which to make FSA disbursements, the Business Office will not draw down more cash than they can disburse over the next three days in order to comply with the excess cash regulations.

✓ **Scheduling of Financial Aid Disbursement:** AC chooses to disburse all financial aid funds to eligible students in two to three disbursements per academic year depending on the program. For example, a student receives one disbursement for each payment period as defined in the AC Payment Guidelines for Title IV Funding. This chart is available from the Financial Aid Office.

✓ **Payment Periods and Disbursement Procedure:** AC Federal Aid, which includes Federal Pell Grants, Federal Direct Stafford Loans, and Federal Direct Parent PLUS Loans, will be disbursed to students (applied to their tuition accounts) in two or more payments, depending on the number of academic years for their program.

- The first payment period begins at the start of a certificate program and ends at the halfway point of the academic year and begins at first quarter of a degree program and ends 3rd quarter of the academic year (3 disbursements). Unless a student has paid the tuition with her/his own money or other funding, some or all of the federal aid a student is eligible for will initially be applied to reduce the student's tuition balance.

- Depending on the program, there are two to more payment periods. Programs with one academic year will have two or three payment periods, while programs that have a second academic year will have either three or more payment periods. A student must successfully complete the clock hours/credit hours and weeks of instructional time in a payment period to progress to the next payment period.

- A school must notify a student of the amount of funds the student and his or her parent can expect to receive from each FSA program and how and when those funds will be disbursed. This notification must be sent before the disbursement is made. The Business Office sends a notice to students when their accounts are credited with funds.

✓ **Paying Prior-Year Charges:** In general, FSA funds may only be used to pay for the student's costs for the period for which the funds are provided. However, AC may use current-year funds to satisfy prior award year charges for tuition and fees, room and board (and with permission, educationally-related charges) for a total of no more than $200.

✓ **Loan notification:** Except in the case of loan funds made as part of a Post-withdrawal Disbursement, when Stafford or PLUS loan funds are being credited to a student's account, the school must also notify the student or parent in writing (in writing means on paper or electronically) of the:

- Anticipated date and amount of the disbursement;
- Student's (or parent's) right to cancel all or part of the loan or disbursement; and

- Procedures and the time by which the student (or parent) must notify the school that he or she wishes to cancel the loan or disbursement.
- This notification must be sent no earlier than 30 days before, and no later than 7 days after crediting the student's account.
- If the student or parent borrower wishes to cancel all or a portion of a loan, he or she must inform the school and complete the Direct Loan Cancellation/Reduction Request Form and return it to the Financial Aid Office. A school must return the loan proceeds, cancel the loan, or do both, provided that the school receives the loan cancellation request within the following time-frame: Within 30 days of the date the school notifies the student or parent of his or her right to cancel all or a portion of a loan. Regardless of when the request is received, the school must inform the student or parent in writing of the outcome of the request. When acting upon a loan cancellation request, your school must return the loan proceeds if received and/or cancel the loan as appropriate.

- A school is not responsible for returning any portion of a loan that was disbursed to a student or parent directly (e.g., as a result of a credit to the student's account before the request for cancellation was received.) However, AC strongly advises the borrower to return the funds already received.

5.8 Loss of Financial Aid Eligibility

Academic progress for financial aid will be reviewed at the end of each payment period throughout each program. Students who do not meet standards of Satisfactory Academic Progress (SAP) for financial aid at the completion of a payment period will be placed on probation. During the probationary period, you will continue to receive financial aid for that payment period. Successful completion of SAP will clear the probationary status. Unsuccessful completion of SAP at the completion of the probationary period will result in the termination of financial aid. Financial aid eligibility may not be reinstated until standards of Satisfactory Academic Progress have been met. Students may appeal a termination of aid if the circumstances that caused the termination were the result of extreme/unusual circumstances and documentation can be provided to support the cause. Appeals will be reviewed on a case-by-case basis. ***See the SAP Policy section of this book.***

5.9 Steps to Apply for Financial Aid

Step 1: FAFSA (Free Application for Federal Student Aid)

The Angeles College Federal School Code is **04160400**.

Complete the FAFSA at https://studentaid.gov/h/apply-for-aid/fafsa

The FAFSA is the financial aid application used and must be completed in order for a student to be considered for most types of financial aid. The FAFSA must be completed each year and can

be submitted online. Students must meet all eligibility requirements to qualify for federal student aid. Aneles College financial aid advisor will determine your eligibility for federal aid programs and help them assess which resources are better for students' specific circumstances.

Step 2: Submit any additional documentation requested if selected

Approximately 2-5 days after processing your FAFSA, the Central Processing System (CPS)@Department of Education will electronically transmit the information to Angeles College. The Office of Financial Aid will then review the data to determine if any additional documents (i.e., tax returns, citizenship documentation, etc.) are needed.

Application and Verification
The laws governing the Federal Student Aid (FSA) programs require that a person complete the Free Application for Federal Student Aid (FAFSA®) to apply for federal grants, work-study, and loans. The Central Processing System (CPS) produces **the Expected Family Contribution (EFC) or the Student Aid Index (SAI)** as applicable, the results of the eligibility matches, and information about aid history. Typically, the financial aid office is responsible for authorizing disbursements by awarding aid through the need analysis and packaging processes. Because applicants sometimes make errors on their application, there is a process for verifying applications and making corrections, called verification. This verification process is undertaken to ensure the accuracy of the information reported. Students may be chosen for verification by the U.S. Department of Education or by Angeles College.

Student Aid Index (SAI)
- The SAI is a number that's used to determine eligibility for need-based aid. It is calculated using information that the student (and contributors, if required) provides on the FAFSA form.
- The SAI will replace the Expected Family Contribution (EFC) starting in the 2024-25 award year.

Conflicting Information and Resolution
In addition to reviewing the application and data match information provided by the Central Processing System (CPS), a school must have an adequate system to identify conflicting information regardless of the source and regardless of whether the student is selected for verification. The school is responsible for reconciling any conflicting information that it has. All such discrepancies must be resolved before any Federal Student Aid (FSA) funds are disbursed to the student. If a discrepancy is discovered after disbursing FSA funds, the information must still be reconciled and appropriate action must be taken.

Required Documents
If your application is selected for verification or has conflicting information, you are required to submit supporting documentation to the Financial Aid Office. These supporting documents may include, but are not limited to, IRS tax transcripts from the preceding tax year, verification of untaxed income received, family size and the number of family members attending college

during the next academic year. Returning students selected for verification will not receive a financial aid award letter until all requested documents are received and reviewed by the Financial Aid Office.

Prospective Students/Preliminary Financial Aid Award Letter
Prospective students will receive a preliminary financial aid award letter prior to completion of verification. In order to finalize the award offered, all requested documents should be received by the Financial Aid Office within 30 days of receipt of request. A financial aid award will not be calculated for a current student with outstanding verification documentation. Your financial aid award is subject to change if verification results in a change to your Expected Family Contribution (EFC) or Student Aid Index (SAI) as applicable.

FAFSA Correction(s)
During the verification process the Financial Aid Office will contact you if clarification is needed on any of the data reported on the FAFSA. If corrections to your FAFSA are necessary, the Financial Aid Office will submit them to the Central Processing System. The student will receive a corrected copy of the Student Aid Report (SAR) or the FAFSA Submission Summary as applicable for review from CPS. It is important that you review and retain your copy of the Student Aid Report (SAR) or the FAFSA Submission page as applicable. For entering students, an updated award letter showing any changes to a package from Angeles College will be e-mailed or postal mailed within 7 days of any changes made.

Verification Deadline
A Pell recipient selected for verification must complete the process by the deadline published in the Federal Register. The deadline for 2023-2024 is September 21, 2024 or 120 days after the last day of the student's enrollment, whichever is earlier. The deadline for 2024-2025 is mid-September 2025 or 120 days after the last day of the student's enrollment, whichever is earlier.

Where to Submit
If additional documents are requested, you may submit them in person at the Financial Aid Office/by postal mail/by electronic mail to:
Financial Aid Office - Angeles College
3440 Wilshire Blvd. Suite 310, Los Angeles, CA 90010
Phone: (213)487-2211   Fax: (213)487-2299   Email information: Refer to **Section 5.3**

Step 3: Award Notification Letter
A financial aid award notification letter detailing amounts and the types of aid programs offered to you will be mailed to the physical address on record, e-mailed, or picked up by the student, depending on the student's preference.

Step 4: Awarding & Disbursement of Funds

If you wish to decline any or all awarded funds, you must notify the FAO. However, no further action is necessary if you choose to accept all awarded funds. For eligible, enrolled students, Pell

Grant & FSEOG Funds are awarded on or after the first day of class that the student has begun attendance. If you choose to apply for a loan, promptly submit required loan documents & application. FWS is not included in students' award until you apply for and obtain in a position funded through Work-Study funds. This FWS award appears on the student's financial aid award notice and represents potential earnings for the student.

5.10 Tips for Students

- ✓ Apply On-line: Statistics show that students who apply on line make fewer errors and get faster results.
- ✓ Do not wait to enroll before completing the FAFSA. Apply as early as possible. The quality of your award will depend in part on the timing of your application.
- ✓ Students with special circumstances may need to see a financial aid representative at Angeles College before filing the FAFSA. Contact the Office of Financial Aid for more information.

Federal deadlines for the **2024-2025 FAFSA** state the following:
- Online applications must be submitted by 11:59 pm. Central Time (CT) on June 30, 2025.
- Any corrections or updates must be submitted by by 11:59 pm. CT on September 14, 2025.

Browse to https://studentaid.gov/apply-for-aid/fafsa/fafsa-deadlines for latest up to date information.

5.11 Return of Title IV Funds Policy

The Financial Aid Office at Angeles College (AC) is required by federal and state regulations to have a written policy for the return and repayment of federal aid received by students who withdraw, drop out, or are dismissed prior to completing 60 percent of a payment period or period of enrollment* for which payment has been received. These policies are effective only if the student completely terminates enrollment or stops attending all their classes before completing more than 60 percent of the payment period or period of enrollment. The Title IV financial aid and/or state-awarded programs must be recalculated in these situations.

Depending upon when this action is taken, students may be refunded all or part of their tuition and fee charges. If the student is a financial aid recipient, Angeles College, as well as the student, may be required to return to the federal government, all or a portion of the aid that had been disbursed to the student and/or the student's account.

  * *Typically, AC uses the payment period. An exception may be allowed for students who transfer to or re-enter into a program.*

The federal government mandates that students who withdraw from all classes may only keep the financial aid they have "earned' up to the time of withdrawal. Title IV funds that were

disbursed in excess of the earned amount must be returned by Angeles College, the Department of Education, or both.

5.12 Federal Refund Requirements

Students who withdraw from all classes prior to completing 60% of a payment period or period of enrollment will have their financial aid eligibility recalculated. Based on the percentage of the term completed, students will be required to repay any unearned financial aid they received.

5.13 Withdrawal Date

A student's withdrawal date is the student's last date of attendance as documented by the school from its attendance records.

5.14 Calculation of Earned Title IV Assistance

The amount of Federal Title IV financial aid assistance that the student earns is determined on a pro-rata basis. Once the student has completed more than 60% of the payment period or period of enrollment, all financial aid assistance is considered to be earned.

Clock-hour Programs
To determine the amount of aid the student has earned up to the time of withdrawal, the Financial Aid Office will divide the number of clock hours the student was scheduled to have attended (as of the student's date of termination within the payment period) by the total number of clock hours in the payment period. The date of termination is the student's last day of actual class attendance.

➤ **Percent earned** = Number of clock hours scheduled to have been completed in the payment period by the withdrawal date, by the Total clock hours in the same payment period.
➤ **Percent unearned** = 100% minus percentage earned

The percentage of unearned funds is then multiplied by the total amount of federal funds that were disbursed (either to the student's account or to the student directly by check) for the payment period. This calculation determines the amount of aid unearned by the student which must be returned.

Credit-Hour programs
To determine the amount of aid the student has earned up to the time of withdrawal, the Financial Aid Office will divide the number of calendar days the student completed in the payment period (as of the student's date of termination within the payment period) by the total number of calendar days in the payment period. The date of termination is the student's last day of actual class attendance.

➢ **Percent earned** = Number of calendar days completed in the payment period as of the day the student withdrew, by the total calendar days in the same period.

➢ **Percent unearned** = 100% minus percentage of funds earned

The number of calendar days in the numerator or denominator includes all days within the period, except for institutionally scheduled breaks of vie or more consecutive days or days in which the student was on an approved leave of absence. The day the student withdrew is counted as a completed day.

The percentage of unearned funds is then multiplied by the total amount of federal funds that were disbursed (either to the student's account or to the student directly by check) for the payment period. This calculation determines the amount of aid unearned by the student which must be returned.

When a student has received Federal financial aid in excess of earned aid,

➢ **AC returns the lesser of:**
- Institutional charges multiplied by the unearned percentage, or
- Title IV Federal financial aid disbursed multiplied by the unearned percentage

➢ **the student responsibility:**
- Repays any loan funds in accordance with the terms of the promissory note.
- Returns any grant amount the student has to repay. This is considered a grant overpayment and arrangements must be made with the school or Department of Education to repay the funds.

5.15 Post-Withdrawal Disbursement

If the total amounts of the Title IV grant and/or loan assistance earned as of the withdrawal date are more than the amount that was disbursed to the student, the difference between the two amounts will be treated as a post-withdrawal disbursement. In the event that there are outstanding charges on the student's account, AC will credit the student's account for all or part of the amount of the post-withdrawal disbursement of grant assistance (not loan), up to the amount of the allowable charges.

Any amount of a post-withdrawal disbursement that is not credited to a student's account will be offered to the student within 30 days (loans) or 45 days (grants) of the date that the institution determined that the student withdrew. Upon receipt of timely response from the student, AC will disburse the funds within 180 days of the date of determination of the student's withdrawal date.

AC maintains the right to decide whether or not to make a post-withdrawal disbursement in the event that the student responds after 14 days of the date that the notification was sent. If AC decides not to make this post-withdrawal disbursement, it will inform the student in writing.

5.16 Return of Unearned Funds to Title IV

If the total amount of Title IV grant and/or loan assistance that was earned as of the withdrawal date is less than the amount that was disbursed to the student, the difference between the two amounts will be returned to the Title IV program(s) and no further disbursement will be made.

➢ **AC must return a portion of the excess equal to the lesser of:**
- The student's institutional charges multiplied by the unearned percentage of funds, or
- The entire amount of the excess funds.
- Unearned Title IV Federal financial aid shall be repaid to the following programs in the following order within 45 days from the date of determination that a student withdrew:
  1. Federal Unsubsidized Stafford Loan
  2. Federal Subsidized Stafford Loan
  3. Federal PLUS (Parent) Loan
  4. Federal Pell Grant
  5. Federal Supplemental Educational Opportunity Grant (FSEOG)
  6. Other Federal Loan and Grant Assistance.

➢ **The student's responsibility:**
- In the event that there is remaining unearned aid, the student is responsible for returning those funds. If the aid to be returned is in the form of a loan that has been released to the student or parent of a PLUS loan borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of the time.

Both the school's portion and the student's portion of unearned aid returned to programs will be charged back to the student's account, as provided for in federal regulations.

Time frame for the return of Title IV funds
A school must return unearned funds for which it is responsible as soon as possible but no later than 45 days after the date of determination of a student's withdrawal.

Notification to Student
Once the Return to Title IV funds calculation has occurred, the Business Aid Office will notify the student of the results of the calculation and aid that was returned as well as of any outstanding balance due to the institution as a result.

Credit balances when a student withdrawals

The school must determine the correct Title IV credit balance, taking into account the results from both the Return to Title IV calculation and the institutional refund calculation. If after the Return to Title IV funds and institutional refund calculations are applied to the student's account and a credit balance results, the credit balance will be disbursed as soon as possible but no later than 14 days after the balance occurred on the account.

5.17 Comparison of Return of Title IV Funds Policy to AC's Tuition Refund Policy

The return of Title IV funds is separate from AC's tuition refund policy.

Institutional Refund Policies (In Compliance with CA. Ed. Code §94911(e)(1))

> **Comparison of Return of Title IV Funds Policy to Angeles College's Institutional Refund Policy**
> The return of Title IV funds is separate from AC's Institutional refund policy. See the Return of Title IV Funds (R2T4) Policy for the Title IV R2T4 Policy. According to federal law, the Office of Financial Aid must recalculate Federal Title IV financial aid (excluding Federal Work Study funds) for students who withdraw from all classes or cease to attend on or before completing the 60% point of the quarter. After the 60% point, the student is deemed to have earned 100% of the Title IV funds. At Ac (a school that is required to take attendance), a student's withdrawal date is always the last date of academic attendance as determined by the school from its attendance records.

5.18 Loan Dispute Intervention

If you have a dispute over a loan in one of the following programs and you cannot resolve it with your school, your lender, or your guarantor, contact the Office of the Ombudsman for Student Financial Assistance at the U.S. Department of Education.

- Federal Direct Student Loan Program (FDSLP) Stafford
- Federal Direct Student Loan Program (FDSLP) Parents Loan For Undergraduate Students (PLUS)

U.S. Department of Education/Office of Federal Student Aid
Office of the Ombudsman FSA

The Ombudsman Office is a final resource after individuals look for help through other customer service avenues. Before contacting the Ombudsman, borrowers concerned about student loans should contact their loan holder or visit our web site for further information. Current students should contact their financial aid office first.

Address: PO Box 1854, Monticello, KY 42633
Phone: (800)433-4243
Web: https://studentaid.gov/feedback-center/
Office hours:

https://fsapartners.ed.gov/help-center/fsa-customer-service-center/service-centers-for-students/federal-student-aid-information-center-fsaic

5.19 Satisfactory Academic Progress (SAP) Policy for Title IV

AC's Financial Aid Satisfactory Academic Progress Policy has been designed to strengthen and reinforce the relationship that should exist between financial aid and successful academic participation. Federal and California state regulations require that schools establish SAP standards for students applying for and receiving federal aid.

A student's progress will be evaluated at the end of each payment period by the standards outlined below. Any academic transcripts for transfer students which are received by the Financial Aid Office from other colleges will be evaluated using the same SAP Policy (see chart below).

In order to receive Title IV financial aid, students must maintain SAP. AC has adopted the following standards of SAP in order to comply with requirements of the U.S. Department of Education. These standards are for financial aid purposes only and do not replace nor override the academic policies of AC.

It is the students' responsibility to be aware of AC's SAP standards and policy.

5.20 Satisfactory Academic Policy – SAP Requirements

5.20.1 Angeles College SAP Requirements

Academic progress for federal financial aid programs is based on three measures: cumulative grade-point average or percentage (Qualitative standard), completion rate based on hours/units earned compared to hours/units attempted (Quantitative standard), and a maximum timeframe for program completion. The following describes AC's standards for each of these measures.

For Students in a Credit Hour Program

Minimum GPA (Qualitative)	Per Term Completion Rate (Quantitative)	Overall Maximum Unit (Credit Hour) Time Frame*
2.0	Cumulative Credit Hours Completed/Cumulative Credit Hours Attempted Standard set by school is 67%	150% of Scheduled Program Length

Example: If your program require 180 quarter credit units to graduate, you must complete your program by the time you attempt 270 credit units (180 X 150% = 270)

For Students in a Clock Hour (Certificate) Program

Minimum GPA (Qualitative)	Per Term Completion Rate(Quantitative)	Overall Maximum Time Frame
2.0	Successfully Completed Hours/Scheduled Hours & Weeks needed to successfully complete hours attempted/ Actual weeks attempted <u>Standard set by school is 67%</u>	150% of Scheduled Program Length

**Example: If your program requires 900 clock hours, you must complete your program by the time you attempt 1350 hours.*

Grades of Withdrawal (W), Incomplete (I), and Failing (F) are counted as attempted hours yet will NOT count as earned hours.

5.20.2 Veterans Satisfactory Academic Progress (SAP) Policy

Veterans are required to comply with Veteran Regulations Sections 21.4135, 21.4235 and 21.4277 in regard to academic progress that the student-veteran must meet in order to receive educational benefits under Title 38, United States Code. The veteran has the responsibility to adhere to these standards of progress and to notify the Angeles College administration of any change in status that would affect the collecting of veteran's benefits.

1. Angeles College will evaluate each student's progress at 25%, 50%, 75% and 100% of all coursework (Diploma and Degree programs) *or* Angeles College will evaluate each student's progress at the end of each module.
2. Students are expected to maintain a grade of C (70% or 75%) **or better (if the program academic policy is stricter)** at the end of each evaluation point (or module) in order to be deemed as progressing satisfactorily.
3. If a student does not meet the minimum grade of C (70% or 75%) at the end of any evaluation point, he or she will be placed on academic probation until the next immediate evaluation point.
4. If at the end of the student's probation period, his or her grade still does not meet the minimum satisfactory grade, the student's V A benefits will be interrupted and the Department of Veterans Affairs will be notified immediately.

5.21 Minimum Cumulative Grade Point Average/Percentage (Qualitative)

The minimum cumulative grade point average for a student in a credit hour program at the end of each quarter to maintain eligibility for financial aid is 2.0. The minimum cumulative grade point average for a student in a clock hour program at the end of each payment period to maintain eligibility for financial aid is 2.0.

5.22 Per Term Completion Rate (Quantitative)

A student in a credit or clock hour program must complete at least 67% of the term's scheduled credit or clock hours to maintain eligibility for financial aid. Credit or clock hour progression will be based on a cumulative total of attempted hours to earned hours. For example, a full-time undergraduate student who attempts 16 credits (600 clock hours) in a term must complete at least 12 credits (450 clock hours) to meet the 67% requirement. However, units that are not completed will count towards maximum units attempted towards degree or certificate objective.

5.23 Maximum Unit (Credit or Clock Hour) Time Frame

The maximum unit time frame in which a student must complete his or her program cannot exceed 150% of the published length of the program. All credit and clock hours attempted are used towards the maximum unit time frame allowance regardless of whether the student received financial aid during the time frame. All repeated courses, failed courses, withdrawals and transferred hours will count as clock hours attempted toward the maximum unit time frame. All students must complete their program requirements within 150% of the time it normally takes to complete the certificate program (as measured in clock hours) or the degree program (as measured in credit hours).

Students in certificate programs (as measured in clock hours)

Example: If your program requires 900 clock hours, you must complete your program by the time you attempt 1,350 clock hours (900 x 150% = 1,350).

Students in degree programs (as measured in credit hours)

Example: If you program requires 180 credit units, you must complete your program by the time you attempt 270 credit units (180 X 150% = 270).

5.24 Academic Progress Status
Once grades are *confirmed* at the end of each payment period, Financial Aid SAP Status will be updated for the next *payment period*. Students will be assigned a new status based on the results:

SAP Status

Academic Progress	Status	Result
Meeting Completion Rate & Minimum GPA	Eligible	Eligible
1st Failure	Warning	Provisional Eligibility
2nd Consecutive Failure	Denied	Not Eligible

Evaluation and Notification of Eligibility

The minimum progress standards will be evaluated at the end of the each payment (term) period. At the end of each term of enrollment, students must earn the minimum cumulative GPA, minimum number of credit hours, and be within the maximum timeframe.

Hours Attempted

Hours attempted include all hours pursued in the student's career and are counted in the maxi um timeframe whether or not financial aid was received. Attempted hours also include the following: withdrawals, incompletes, failing grades, repeated coursework, and transfer credits accepted by the college.

Repeated Coursework

Students are allowed to repeat previously passed course and have it count toward enrollment for financial aid eligibility only once. **Note**: VA Benefits will not be paid for repeating courses in which a passing grade is received.

5.25 Warning and Reinstatement Procedures

In the event that a student fails to meet *any* of the above criteria for a specified period, the student will be placed on Financial Aid Warning status for one payment period. A student in this category may receive financial aid for the warning period. However, by the end of the warning period, the student must meet the stated minimum grade and completion requirements as defined in the above chart in order to continue receiving additional financial aid.

If a student fails to meet one or more of the requirements by the end of the warning period, the student will no longer be making satisfactory academic progress and will be ineligible for further federal financial aid.

Students terminated from receiving financial aid can re-establish eligibility by successfully completing the required number of hours and by attaining the overall required cumulative grade average/percentage by the end of the next period. Withdrawal from AC has no effect on the student's SAP upon re-entry.

Suspension

A status assigned to a student who fails to make SAP after one payment period of aid while in 'Warning' status or a student who fails to make SAP while in 'Probation status or fails to meet the conditions outlined in the Academic Plan while in 'Reestablish' status. Note: Students in 'Suspension' status are NOT eligible for financial aid. To be removed from 'Suspension' status, and appeal reinstatement must be approved or the student must meet the minimum SAP standards at the end of the next term.

Probation

A student assigned to a student who fails to make SAP and an appeal is approved with a one term academic plan. At the end of the one term on 'Probation', the student must meet the terms and conditions outlines in the SAP standards.

5.26 Appeal Procedures – Financial Aid Recipients

The Financial Aid Office at AC maintains appeal procedures for students who have been disqualified from Title IV (Federal Financial Assistance) due to not meeting our institution's Financial Aid Satisfactory Academic Progress Policy. If extenuating circumstances prevented a student from meeting the requirements, a SAP Appeal may be filed.

If a student is found to be ineligible for federal financial aid because SAP requirements were not met, the student may appeal this decision to the school's Director of Financial Aid by stating, in writing, the reasons why the minimum requirements were not met and why financial aid should not be terminated.

Appeals are not automatic and may only be approved for extenuating circumstances and the appeal must be submitted with accompanying documentation and a completed academic plan by the deadline date given. The federal regulations specify cases in which the college might choose to set aside the standards, such as: if a student becomes ill, severely injured or if a relative dies. Students granted an exception must adhere to the conditions set for the probationary status.

The Director of Financial Aid will review the appeal and determine whether suspending Financial Aid is justified. The student will be advised in writing of the final decision, which cannot be appealed. If the school approves the student's appeal, the school places the student on financial aid probation for one subsequent payment period and the student is eligible for additional Title IV funds for that period.

5.27 Gainful Employment Disclosure

Final regulations published in the Federal Register on October 29, 2010, require institutions to report certain information about students who enrolled in Title IV eligible educational programs that lead to gainful employment in a recognized occupation (GE programs). These regulations also provide that institutions disclose to prospective students' certain information about the GE Programs, effective July 1, 2011.

On June 28, 2019, the U.S. Department of Education (Department) announced it is officially rescinding the 2014 Gainful Employment (GE) regulations and permitting affected institutions to implement the rescission immediately.

The final GE rule, officially published in the Federal Register on July 1, 2019 (link below).

The Department is rescinding the GE regulations at 34 CFR 668, subpart Q (Gainful Employment Programs) and subpart R (Program Cohort Default Rate).

The Department has issued in GE Electronic Announcement #122 (link below) which allows for "Early implementation of the Rescission of the Gainful Employment Rule."

Angeles College has elected early implementation effective July 1, 2019.

With this early implantation, Angeles College

1. Will no longer be required to post the GE Disclosure Template and may remove the template and any other GE disclosures from our web page,
2. Will not be required to report GE data for 2018-2019 (due October 1, 2019), and
3. Will not be required to include the disclosure template, or a link thereto, in GE program promotional materials, or directly distribute the disclosure template to prospective students requiring acknowledgement of receipt as of July 1, 2019.

https://www.federalregister.gov/documents/2019/07/01/2019-13703/program-integrity-gainful-employment
https://ifap.ed.gov/eannouncements/062819GEAnnounce122EarlyImplofRescissionGERule.html

All of programs at Angeles College provide training for gainful employment in a recognized occupation. For more information about graduation rates, loan repayment rates, and post-enrollments earnings about this institution and other postsecondary institutions pleas click here: https://collegescorecard.ed.gov/

5.28 The Financial Value Transparency and Gainful Employment (FVT/GE) Act

Effective July 1, 2024, the new FVT/GE regulations require institutions to report enrollment, institutional cost (a student's annual cost of attending) and financial aid data. The Department of Education (ED) will use these reports in which could affect student financial aid and enrollment at our institution.

https://www.federalregister.gov/documents/2023/10/10/2023-20385/financial-value-transparency-and-gainful-employment

6. ACADEMIC POLICIES

For specific program policy, see Student Handbook.

6.1 **Definition of Clock Hour and Credit Hour**

Angeles College measures student progress in quarter credit hours for Degree Programs and clock hours for Certificate Programs. The number of credit or clock hours assigned to a course usually reflects the combination of class, laboratory, and/or externship/clinical hours required in the course.

34 Code of Federal Regulations (CFR) §600.2 Definitions: The following definitions apply to terms in this part:

Clock hour: A period of time consisting of –

(1) A 50- to 60-minute class, lecture or recitation in a 60-minute period;

(2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence 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 15 weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(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.

INSTRUCTIONAL CLOCK HOUR TO CREDIT CONVERSION
Angeles College follows the quarter system for Degree Programs and awards one credit for each 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of externship/clinical contained in quarter.

Equivalencies of the Credit Hour Policy
The institutionally established equivalencies to the federal definition of the credit hour at Angeles College are provided below. These standards apply to both undergraduate and graduate courses offered in face-to-face, hybrid, or online classes.

For each credit hour per quarter, classes that meet in a face-to-face format must include one 50- minute period with the instructor and two hours of outside class work for approximately 10 weeks.

1 credit hour = 50 minutes contact + 100 minutes outside work over 10 weeks for a total of (50+100) x 10 weeks = 150 x 10 weeks = 1,500 minutes of student effort. This meets 34 CFR §668.8(l)(2)(ii)(A) expectation of a semester hour equating 25 clock hours of instruction or 25 x 60 minutes = 1,500 minutes (1 clock hour of class room, 2 clock hours outside work = 3 clock hours; 1,500 minutes ÷ 3 = 500 minutes/credit hour).

6.2 Grading Policy

The progress and quality of a student's work in the diploma program is measured by a system of letter grades and grade percentages as shown below. Evaluation may be measured by means of written tests, projects, reports, term papers and clinical performance. The final grade is a composite of all evaluation measures taken.

Timeline for Evaluation & Grades (Progress Records) Process (Residential Education):
Upon the institution's receipt of student lessons, projects, or tests, Angeles College instructors will deliver its response or evaluation to students within 72 hours, or three (3) business days. Final grade must be submitted by instructors to the Registrar's Office within seven (7) calendar days after the scheduled completion of the term. Within seven (7) calendar days of receipt of final grades, the Registrar's Office will provide evaluation in way of Report Cards to students by accessing their Student Portal or by request and transmitted via email, mail or pick-up in person.

Timeline for the Evaluation & Grades (Progress Records) Process (Online Distance Education):
Upon the institution's receipt of student lessons, projects, or tests, Angeles College instructors will deliver its response or evaluation to students on D2L within 72 hours, or three (3) business days. Final grade must be submitted by instructors to the Registrar's Office within seven (7) calendar days after the scheduled completion of the term. Within seven (7) calendar days of receipt of final grades, the Registrar's Office will provide evaluation in way of Report Cards to students by accessing their Student Portal or by request and transmitted via email, mail or pick-up in person.

6.3 Grading Standards – Certificate Program

The grading standard is according to the following system:

Theory (All Certificate Programs)

Grade	Score (%)	Grade Explanation	Grade Point
A	100 – 90	Excellent	4.0
B	89 – 80	Very Good	3.0
C	79 – 75	Good	2.0
F	Below 75	Failing	0.0
CR		Credit	Credit
NC		No Credit	N/A
I		Incomplete	N/A
W		Withdrawal	N/A

All numerical grades are rounded to the nearest whole number (e.g. 74.51 rounded to 75%)
"I" may be made up upon arrangement with the instructor.

These letter grades are used on transcripts and in computing grade point averages. Instructors may use plus (+) or minus (-) notations, but such notations are not used in final GPA computations.

Lab/Clinical/Externship*

Grade	Grade Explanation
Pass	Complete Lab/Clinical Objectives & Satisfactory Lab/Clinical Evaluation
Fail	Incomplete Lab/Clinical Objectives & Unsatisfactory Lab/Clinical Evaluation

*In case of the Medical Assistant Program, the Instructor will tally Earned Score over Maximum Score to generate a percentage and corresponding letter grade for both the Laboratory and Externship.

Additional codes include:

Code	Explanation of Code
RP	Repeat a Course
AU	Audit
R	Remediation

6.4 Grading Standards – Degree Programs

The grading standard is according to the following system:

Theory (BA in Business Administration Program)

Grade	Score (%)	Grade Explanation	Grade Point
A	100 – 96		4.0
A-	95 - 90		3.67
B+	89 - 87		3.33
B	86 – 84		3.0
B-	83 - 80		2.67
C+	79 - 77		2.33
C	76 – 74		2.0
C-	73 - 70		1.67
D+	69 - 67		1.33
D	66 - 64		1.0
D-	63 - 60		0.67
F	59 and below	Failing	0.0
CR		Credit	Credit
NC		No Credit	N/A
I		Incomplete	N/A
W		Withdrawal	N/A

Theory ((BS in Nursing – RN to BSN & BS in Prelicensure Nursing & MBA Programs)

Grade	Score (%)	Grade Explanation	Grade Point
A	100 – 96		4.0
A-	95 - 90		3.67
B+	89 - 87		3.33
B	86 – 84		3.0
B-	83 - 80		2.67
C+	79 - 77		2.33
C	76 – 74		2.0
F	Below 74	Failing	0
CR		Credit	Credit
NC		No Credit	N/A
I		Incomplete	N/A
W		Withdrawal	N/A

Lab/Clinical (All Degree Programs if applicable)

Grade	Grade Explanation
Pass	Complete Lab/Clinical Objectives & Satisfactory Lab/Clinical Evaluation
Fail	Incomplete Lab/Clinical Objectives & Unsatisfactory Lab/Clinical Evaluation

Additional codes include:

Code	Explanation of Code
RP	Repeat a Course
AU	Audit
R	Remediation

6.4.1 Method of Evaluation

A final letter grade may be determined by attendance/participation, quizzes, examinations, final exam, homework assignments, term or research paper(s), and/or final project and will be at the discretion of the faculty of record as they are published in a course syllabus. Examinations and assignments are expected to be completed and turned in on assigned days. Students must achieve a passing score. Students who fail to achieve a passing score will fail the course and will be placed on academic probation in the next when repeating the course. The minimum cumulative grade point average for a student in a degree program at the end of each quarter to maintain eligibility for financial aid is a GPA 2.0.

(Section 6.4 & 6.4.1: Please refer to the course syllabus for more information)

6.5 Probation and Remediation Policy

Probation and remediation differs from program to program. In certificate programs, students' must achieve an average score of C or higher to pass. For the BA in Business Administration undergraduate degree program, students must achieve a score of D- or higher to pass a course and for the Nursing (BS in Prelicensure & BS in Nursing (RN to BSN)) degree programs, students must achieve a score of C or higher to pass a course. However, the minimum cumulative grade point average for a student in a credit hour program at the end of each quarter to maintain eligibility for financial aid is a GPA 2.0.

For degree programs, students who fail to achieve an average score of C in one quarter will be placed on academic probation in the next. For a graduate program, only courses completed with a minimum grade point of 2.0 may be applied toward program completion (in a core course, a student must repeat the course if he receives a grade lower than C; on the other hand, you may repeat the course in an elective course, although it is not required) and a student must achieve a cumulative grade point average of 3.0 (on a typical 4.0 scale) to be considered eligible for graduation. For all non-degree programs, students are offered remediation opportunities that are specific to the particular program. For a more detailed Program Specific Remediation Policy, refer to Student Orientation Package and the Program Handbook.

6.5.1 Remediation and Tutorial Policy – Bachelor of Science in Prelicensure Nursing Program

The remediation and tutorial policy will be in effect for all students in the Bachelor of Science in Nursing program(s). Each student is expected to maintain a passing remark for the theory and clinical components of the program (use Remediation and Plan of Action form).

Policy - Theory Remediation:
1. The student needs to achieve a final grade of 74% to pass the course.
2. If at mid-point or endpoint of a course, the student is failing theory, the student will be placed on academic probation (remediation / tutorial process).
3. A maximum of 1 remediation may be provided when the final grade is below 74%. Students with a final grade of less than 70% will not be eligible for remediation. The remediation will be by the Director of Nursing/Dean of Nursing and facilitated by the instructor. Remediation must be done within one week from the final exam date. The remediation exam is only worth a maximum of 75%.
4. If a student missed a scheduled exam for any reason, a make-up exam is only worth a maximum of 75% (even if the raw score was between 76% to 100%). The student must request permission from the instructor to take a make-up test that must be scheduled by the instructor to be taken within one (1) week).

Policy - Clinical Remediation:
1. For the clinical component, the student must achieve a remark stating "satisfactory" or "pass" in their grade records.
2. A clinical grade of satisfactory/pass is defined as the student meets the clinical objectives based on developed criteria.
3. A grade or remark of "unsatisfactory" or "not passed" is defined as the student not having satisfactorily met the clinical objectives based on the developed criteria or is deemed unsafe.
4. If a student is not performing satisfactorily in clinical, a counseling session with the instructor will be scheduled. A plan for skills remediation will be finalized during that session using the remediation form.
5. During remediation/tutorial process, the instructor will demonstrate the skill and then observe the student doing 'return-demonstration' of the skill(s) which the student did
   not perform correctly in the clinical area. These skills will be reviewed and graded according to the student's performance.
6. If during mid-point of a course the student's grade is unsatisfactory, s/he will be placed on probation – clinical remediation. Failure to improve performance to a "Satisfactory" grade for clinical, will result in failure from the course and/or program based on the progression policy

6.6 Non-Punitive (pass/fail) grades

AC does not offer Non-Punitive (pass/fail) grades.

6.7 Make-Up Classes

Any missed classes must be made up by the student in order to progress to the next term/earn graduate status.

6.8 Auditing a Class, Non-Credit Courses and Repeating a Class

AC does not charge for auditing a course or for any course in which a grade assigned is not used in computing requirements for graduation. This does not apply to repeats of required courses which the student has failed. The right to audit and the extent of auditing differs from class to class and between instructors. Not all classes may be audited.

A student may retake any course on his or her transcript, regardless of grade earned, and have the original grade, for completed courses only, replaced by the notation 'RP.' For purposes of GPA calculation, the grade for the second enrollment will take the place of the grade of the first enrollment.

A student may not retake the same course for a third time unless he or she received a 'NC' (no credit) or a 'NP' (not passed) when it was taken and completed the second time. When a student completes a course for the third time, grades and units for only the third completion count in the cumulative grade point average. The grade for the second enrollment will be replaced by the notation 'RP.' Both the original and repeat attempts will be counted in rate of progress calculations.

6.8.1 Course Audit Policy

Audit is a registration status allowing students to attend a course without receiving credit. Audited courses do not count towards determination of enrollment status for purposes of financial aid eligibility nor academics.

If class space permits, a student may audit a course as long as written approval is granted from the Program Director (or designee) prior to the start of the term or quarter. Auditing courses is limited to duly registered and enrolled regular courses.

Arrangements are made directly with the faculty member under any rules that the instructor may establish. Those auditing a class ordinarily do not participate in discussions, examinations, or written papers but are required to attend classes.

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/quarter. 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). Undergraduate students may not audit graduate level courses

6.9 Testing Policy

1. If possible, the student must inform the instructor in advance if the student will be unable to attend class on a scheduled examination day.
2. If the absence is due to illness or emergency, written verification must be submitted to the instructor in order to be eligible for a make-up examination.
3. Students will be permitted to re-test for any grade below passing at the discretion of the instructor.
4. The make-up testing schedule is determined by each individual instructor and presented at the beginning of a class.

6.10 Failure to Complete the Program

There are four possible results if students fail to complete the program as originally enrolled. Failure to take the appropriate steps can lead to an F in the student's permanent records.

1. **Withdrawal**: It is always the last date of academic attendance as determined by the school from its attendance records.

2. **Leave of Absence**: A LOA status can be granted once for a certificate program and a maximum of three times for a degree program during a student's academic career. The leave cannot exceed a maximum of 180 calendar days. Please refer to the LOA policy (6.16) for further information.

3. **Fail**: A student whose grade is below C fails the course, receiving an F. These students may be readmitted in a future term to strive for a higher grade after a program director evaluates and approves his/her readmission.

4. **Incomplete**: Ordinarily, a grade of "I" (Incomplete) is not permitted except for extraordinary circumstances. Incomplete grades will automatically convert to a grade of "F" 6 months after the scheduled end of the course if the student has not completed the coursework and earned a letter grade by that time. Students may not use a grade of "Incomplete" to avoid a failing grade. A grade of "I" will be granted only if the following conditions are met:

   a. The course instructor agrees to grant the grade of "Incomplete" (I).
   b. The student's overall grade is a "C" or better at the time the I grade is requested
   c. The student has completed all coursework (including assignments and tests) except for one or two items. Specifically, 75% or more of the course must be complete at the time the Incomplete is requested.

  d. The student provides documentation of a personal or family situation (e.g. death of an immediate family member or sudden illness of the student or a family member) that would reasonably prevent a person from completing the course.

  e. The Provost and Program Director agree that the Incomplete may be granted.

  f. The student provides a written plan for completing the coursework within 30 days of the end of the course.

6.11 Withdrawal from Program

Students may withdraw from the College at any time after the cancellation period and receive a prorated refund if have completed 60 percent or less of the scheduled credit hours in their program's current period of attendance for degree programs and if have completed less than 100 percent of the scheduled clock hours in their program's current period of attendance for certificate programs. The refund will be less a registration and less any deduction for equipment not returned in good condition within 30 days of withdrawal. As for degree programs, if the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is earned and the student will receive no refund.

Students who wish to withdraw from the College should contact their Program Director and Registrar and are strongly encouraged to meet with the Financial Aid Office (for those who were Title IV recipients). Regardless of the circumstances of withdrawal or the date of notification to the College, the official withdrawal date is the last date of class attendance.

- Voluntary Withdrawal: To be considered a voluntary withdrawal, the student must notify the College of his/her intent to withdraw. The Notification of Cancellation is available from the Registrar's Office and can be mailed, faxed, emailed or submitted in person once completed.

- Involuntary (Administrative/Termination/Dismissal) Withdrawal (Drop Out): The College will fill a Notice of Drop from Program form when a student is dropped involuntarily. A student will be dropped by the College for the following reasons:
    a. failure to attend classes for a period of 14 consecutive calendar days;
    b. failure to return from a Leave of Absence (LOA);
    c. violation of the student Code of Conduct, pursuant to College disciplinary procedures;
    d. violation of the satisfactory academic progress policy; and
    e. serious violation of any College policy, pursuant to College disciplinary procedures.

6.12 Transfer of Credits Policy

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS
EARNED AT OUR INSTITUTION
 (a) The transferability of credits you earn at this institution is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you

earn in any of this institution's educational programs is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting the institution to which you may seek to transfer after attending this institution to determine if your credits, degree, or certificate will transfer.

(b) If the institution has a general student brochure, the institution shall provide that brochure to the prospective student prior to enrollment. In addition, if the institution has a program-specific student brochure for the program in which the prospective student seeks to enroll, the institution shall provide the program-specific student brochure to the prospective student prior to enrollment.

(c) An institution shall provide the school catalog to any person upon request. In addition, if the institution has student brochures, the institution shall disclose the requested brochures to any interested person upon request.

Disclosures
- Angeles College does not admit ability-to-benefit students.
- Angeles College has not entered into an articulation or transfer agreement with any other college or university.
- Angeles College may award credit based upon challenge examinations. Please refer to the each program handbook for more details.
- Angeles College does not award credit based upon achievement tests.

6.12.1 Transfer of Credits Policy for Degree Programs

Angeles College (AC) considers credit from other institutions accredited by an agency recognized by the United States Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA).

Students must complete a minimum of 25% of their credits or hours at Angeles College for degree programs except for the Bachelor of Science in Prelicensure Nursing (BSN), the Bachelor of Science in Nursing (RN to BSN) and the Master of Business Administration programs. Student must complete a minimum of 75% of their credits or hours for a BSN & RN to BSN program. Certificate programs require 50% of credits to be completed in residence. Transferred credits will be excluded from the calculation of grade point averages (GPA).

The Program Director will evaluate and transfer any credits for previous education or training that are deemed appropriate and satisfactory. Of these credits:

1. Transferrable courses must have a passing grade or equivalent.

2. The course meets the requirements of the specific academic program for which it is being considered. Each program maintains its own transfer credit requirements.

3. Courses earned in foreign institutions will be evaluated using standards established by an agency which attests to the qualitative and quantitative equivalency of the foreign education and the specific course or courses for which transfer credit is to be awarded (e.g. NACES: http://www.naces.org/ and AICE: http://www.aice-eval.org/).

4. Official transcripts from all previous institutions must be received by Angeles College for final transfer credit evaluation before being accepted into a degree program and before starting any course work. Copies of course descriptions/school catalogs and syllabi may be required for evaluation purposes. Applicants must submit a request for transfer credit prior to enrolling in the program. This request must be reviewed and signed by Angeles College's School Administrator/Academic Director/Program Director prior to enrolling in the program.

Angeles College maintains written records of evaluations for previous coursework and training for all Veterans and eligible persons, which include credit granted and notifications to the student that the training period has been shortened appropriately.

Important: No transfer credits from other institutions may be applied toward the MBA degree.

6.12.2 Transfer of Credits Policy for General Certificate Programs

Angeles College (AC) considers credit from other institutions accredited by an agency recognized by the United States Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA).

Credit toward curriculum requirements may be given to students who are admitted if the following requirements are met:

1. The previous education must have been completed **within the last five years** and completed with a passing score from a previous institution, or equivalent.

2. Transcripts from a previous institution must be submitted before credit is granted.

3. Angeles College determines the courses are equivalent to courses in the program and are acceptable for credit.

6.12.3 Transfer of Credits Policy for Vocational Nursing Program
Angeles College (AC) considers credit from other institutions accredited by an agency recognized by the United States Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA).

Credit toward curriculum requirements may be given to students who are admitted to the Vocational Nursing Program if the following requirements are met:

1. The previous education must have been completed **within the last five years** and completed with a passing grade of C, a passing score from a previous institution, or better.
2. Transcripts from a previous institution must be submitted before credit is granted.

3. The following courses are acceptable for credit:
   a. Accredited vocational or practical nursing courses
   b. Accredited nurse assistant programs
   c. Accredited registered nursing courses
   d. Accredited psychiatric technician courses
   e. Armed service nursing courses
   f. Other courses the school determines are equivalent to courses in the program.

4. Any credit granted is always at the discretion of school administration and follows the regulations of the Bureau of Vocational Nursing and Psychiatric Technicians.

6.12.4 Transfer of Credits Policy for Bachelor of Science in Prelicensure Nursing Program

Angeles College (AC) considers credit from other institutions accredited by an agency recognized by the United States Department of Education (DOE) or the Council for Higher Education Accreditation (CHEA). Students who wish to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may also be required for evaluation purposes. Military service veterans are required to provide official transcripts for all prior postsecondary educational courses successfully completed in order to be reviewed for potential transfer credits.

Students must complete a minimum of 25% of their credits or hours at Angeles College for degree programs other than the BSN program and the RN to BSN program. For the BSN program, 75% of credits required for graduation must be completed through Angeles College or its contracted partners. Transferred credits will be excluded from the calculation of grade point averages (GPA) for the degree, but are counted toward admission to the program and are counted as both attempted and earned credits for the purposes of Satisfactory Academic Progress (SAP).

The Program Director will evaluate and approve credits from previous education or training for their equivalence to required coursework at Angeles College.

General education courses taken from an accredited college, university, or the military that are equivalent to the comparable Angeles College general education course will typically be accepted without further requirement.

Courses for transfer must meet the following minimum requirements:

- Any general education courses to be transferred must have a grade of "C" or higher, or equivalent.
  - Science courses (BIO100: Human Anatomy with Lab, BIO200: Human Physiology with Lab, and BIO300: Microbiology with Lab) must have a grade of B- or higher, an overall TEAS score of 60% or higher, a science TEAS score of 54% or higher to be credited for transfer and have been taken within the prior five years from start date.
  - Math courses (MTH101: Intermediate Algebra and MTH200: Biostatistics) have a grade of "B-" or higher and have been taken within the prior five years from start date.
- No core nursing courses can be accepted for transfer.
- Courses earned in foreign institutions will be evaluated using standards established by an agency which attests to the qualitative and quantitative equivalency of the foreign education and the specific course or courses for which transfer credit is to be awarded (e.g. NACES: http://www.naces.org/ and AICE: http://www.aice-eval.org/).
- Official Transcripts must be mailed from the previous institution, and must be received by ACLA before credit will be granted.

Angeles College determines the courses that are equivalent to the courses in the program and are acceptable for credit. Please refer to the BSPN program student handbook for more detail information and updates.

6.12.5 Military Personnel and Veterans Credit Policy for the BS in Prelicensure Nursing Program

Angeles College is required to evaluate transfer credit for all students who qualify for Department of Veteran's Affairs (VA) education benefits. The College must evaluate and grant credit if appropriate with training time shortened, the tuition reduced proportionately, and the VA and student notified. Military personnel and Veterans with military healthcare training and experience may be eligible for advanced placement in the nursing program.

The following criteria must be met:

1. Applicants must meet all general entrance requirement of the Bachelor of Science in Nursing Degree Program including completion of Science prerequisite courses, general education courses, Core Nursing courses (Foundation of Nursing Practice, Foundation of Nursing

Practice Clinical, Medical-Surgical Nursing 1, and Medical-Surgical Nursing 1 Clinical) and passing the Test of Essential Academic Skills (TEAS) at 60.0 points.

1. Documentation of honorable discharge (DD214) or current active honorable service is required.
2. Eligible students must submit a certificate of eligibility (COE), a written request to use such entitlement, and any additional information needed to certify enrollment.

The following pathways have been established to assist with obtaining nursing credit for previous education and experience.

Pathway I
Interested applicants must request an appointment with the Dean of Nursing at least four weeks prior to any application period to discuss eligibility requirements for the Bachelor of Science in Nursing Degree Program. To measure the student's proficiency, the College will administer a comprehensive exam for each course for which the student has previous education and training experience. A score of 85% or better is required for each such exam in order to receive credit for that particular course.

1. Applicants who may be eligible for advanced placement will include but not limited to those individuals who have satisfactorily completed, within the last five years, education and experience for the following:
    a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
    b. Army Health Care/Medical Specialist (68W Army Medic)
    c. Air Force Independent Duty Medical Technician (IMDT 4N0X1C)
2. Applicants applying for transfer credit must submit the following materials verifying education and experience:
    a. Transcripts from appropriate education program(s)
3. After a review of the applicant's documentation and upon determination that the applicant has met the educational and experience requirements as well as the additional nursing program admission requirements, the student will be required to take a written challenge examination in order to receive credit for that particular course.
4. The following materials will be available to the applicant once challenge confirmation is made:
    a. Course syllabus including course objectives
    b. Content outline
    c. Bibliography and textbook lists
    d. Example of style and format of examination
5. Acceptance of applicants into the Bachelor of Science in Nursing program is contingent upon:
    a. Space availability.
    b. A satisfactory level of achievement on the Foundation of Nursing Practice skills competency exam and Medical-Surgical 1 Nursing skills competency exam.
    c. Achieving 85% or above on each of the written challenge examinations.

d. Advanced Placement will be granted if applicant meets minimum requirements equivalent to those required of students enrolled in the actual course.

Pathway II
Including but not limited to Basic Medical Technician or USAF Basic Medical Service Technician or Army Medical Specialist with an active California LVN license (Licensed Vocational Nurse) either through challenge (BVNPT Method 4) or successful completion of an LVN program.

1. Military personnel with licensure as an LVN in the state of California are eligible to apply for the BSN program.
2. LVN applicants to the BSN program must meet all eligibility requirements and completion of prerequisites.
3. Applicants will be ranked utilizing the multi-criteria point formula just as all other LVN-RN applicants.

The College will maintain a record of the transfer credit evaluation in the student's record. The student's eligibility for Veteran's Benefits may be reduced if the student receives transfer credit.

6.13 Advanced Placement and Credit for Experiential Learning

Angeles College does accept transfer credits for advanced placement (AP) coursework or examinations. Military personnel and Veterans with military healthcare training and experience may be eligible for advanced placement in our Veterans Affairs benefit eligible programs.

In general, Angles College does not at this time accept or give credit for Prior Experiential Learning. However, students who wish to receive Veterans benefits must submit a statement of previous training to the college for consideration. All appropriate credit will be allowed and recorded on a veteran student's enrollment record and the length of the course will be shorted appropriately.

Please refer to MILITARY PERSONNEL AND VETERANS CREDIT POLICY and LVN to BSN CREDIT POLICY in the 12.3 Bachelor of Science in Prelicensure Nursing and the BSN program student handbook for more information.

6.14 Attendance Policy

6.14.1 Non-Degree/Certificate Programs

A student is expected to attend ALL clock hours of the program in which he/she is enrolled. Except for excused absence for the Vocational Nursing Program, all missed clock hours have to be made-up within a specified schedule (coordinate make-up schedule with Instructor/Program Director). Absences and tardiness will be evaluated on a case-by-case basis as to whether the student will be retained or terminated from the program. Contagious illness, the demise of a family member, and equally catastrophic reasons for absences will be taken into consideration

for student retention. Documentation supporting absence or tardy must be provided to the Program Director. The student is held responsible for all material presented during the absence.

The attendance policy will be in effect from the first day of the program:

1. Students must arrive 15 minutes before the start of class.
2. Three incidents of tardiness will lead to a student being marked absent.
3. A student who arrives late or leaves early by more than 15 minutes is considered absent.
4. All absences must be made up.
5. Make up for theory absences may be done by Board-regulated acceptable methods, as determined by an instructor. This may include missed time and course objectives for each absence.
6. Make up for clinical absence must be done in the clinical area supervised by an instructor. Make up can also be done in the skills laboratory with an instructor present.
7. All absences require legitimate documentation as cause (e.g. Doctor's excuse, official court record, jury summons, bereavement notice, etc.).

EXCUSED ABSENCES (Vocational Nursing Program only) Effective 9/30/2018

Any absences due to illness, jury duty, and family or other emergencies constitute excused absences and <u>must be</u> supported by supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Each term, the student may incur two (2) excused absences (maximum of 4%) , and **absence hours will accrue**. Under FSA regulations, no more than 10% of the clock-hours in a payment period may be considered excused absences. Students are always responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) and must comply with the respective faculty member's course protocol (syllabus, outlines, etc).

EXCESSIVE ABSENCES

Excessive absences can result in a drop or dismissal from class. If a student's absences in a specific period exceed the number of hours the class meets per week, the student may be prohibited from further attendance in the class. Students who have been absent from all of their courses for 14 consecutive calendar days will be terminated from the training program. *Refer to 6.11 'Withdrawal from Program'.*

6.14.2 Degree Program (Residential)

To maintain satisfactory attendance in a degree program, attendance must be maintained at an average of 70% of the scheduled attendance if the student is expected to complete the program of study within 1.5 times of the period of time stated in the enrollment agreement. As for the Bachelor of Science in Prelicensure Nursing (BSPN) and Bachelor of Science in Nursing (RN to BSN) program students may not be absent more than 20% of a course's length (for a typical

quarter course, this means they may not miss more than 2 class sessions of a course). However, a student who can have a valid emergency cause of absence can be allowed to continue in the course until the allowable percentage is exhausted.

A student who is late by more than 15 minutes is considered tardy. Three incidents of tardiness will be considered one absence. Excessive absences can result in a drop or dismissal from the course.

Valid emergency causes of absence include: student hospitalization, involvement in a domestic violence situation, death of an immediate family. Scheduled doctor or dental visits are not considered emergency situation. Students should schedule vacations, elective surgeries and other discretionary activities during term breaks and not during the course. Student who do not meet satisfactory attendance requirements without consent of the Instructor/or Program Director in any given course will receive a grade of an "F" for that course and must repeat it in its entirety.

6.14.2a Degree Program (Residential) Attendance Probation Policy

Absences will negatively affect the student's modular or quarterly grade (Student Academic Progress). Absences equal to or in excess of 20% of any module or quarter will require the student to be placed on attendance probation. The student will remain on probation until the end of their current module or quarter provided the student remains in compliance with the term of his/her probation.

As for the Bachelor of Arts in Business Administration (BABA) and Master of Business Administration (MBA) degree programs, if the student exceeds 30% of absence during the current module or quarter or incur further absences beyond 70% of approved attendance will automatically receive a grade of F from the course and consequently be dropped from the said course. Student will be warned and counseled if he/she is absent two class sessions. As for the Bachelor of Science in Nursing (RN to BSN) and Bachelor of Science in Prelicensure Nursing (BSPN) degree programs, if the student exceeds 20% of absence during the current module or quarter or incur further absences beyond 80% of approved attendance will automatically receive a grade of F from the course and consequently be dropped from the said course. Student will be warned and counseled if he/she is absent two class sessions.

6.14.3 Degree Program (Blended)

Online class attendance is evaluated through students logging into their course and posting a minimum number of substantive discussion items each week (the minimum is defined by the teacher and found in the syllabus).

To maintain satisfactory attendance in a degree program, attendance must be maintained at an average of 70% of the scheduled attendance if the student is expected to complete the program of study within 1.5 times of the period of time stated in the enrollment agreement. As for the Bachelor of Science in Prelicensure Nursing (BSPN) and Bachelor of Science in Nursing (RN to BSN) program students may not be absent more than 20% of a course's length (for a typical quarter course, this means they may not miss more than 2 class sessions of a course). However, a student who can have a valid emergency cause of absence can be allowed to continue in the course until the allowable percentage is exhausted.

A student who is late by more than 15 minutes is considered tardy. Three incidents of tardiness will be considered one absence. Excessive absences can result in a drop or dismissal from the course.

Valid emergency causes of absence include: student hospitalization, involvement in a domestic violence situation, death of an immediate family. Scheduled doctor or dental visits are not considered emergency situation. Students should schedule vacations, elective surgeries and other discretionary activities during term breaks and not during the course. Failure to sign into a course for a full week is considered an absence.

If a student fails to log in for more than two weeks, the student should receive a warning and be placed on attendance probation. Student who do not meet satisfactory attendance requirements without consent of the Instructor/or Program Director in any given course will receive a grade of an "F" for that course and must repeat it in its entirety.

6.14.3a Degree Program (Blended) Attendance Probation Policy

Absences will negatively affect the student's modular or quarterly grade (Student Academic Progress). Absences equal to or in excess of 30% (for the BABA and MBA) or 20% (for the RN to BSN and BSPN) of any module or quarter will require the student to be placed on attendance probation. The student will remain on probation until the end of their current module or quarter provided the student remains in compliance with the term of his/her probation. If the student exceeds 30% (for the BABA and MBA) or 20% (for the RN to BSN and BSPN) of absence during the current module or quarter or incur further absences beyond 70% (for the BABA and MBA) or 20% (for the RN to BSN and BSPN) of approved attendance will automatically receive a grade of F from the course and consequently be dropped from the said course. Student will be warned and counseled if he/she is absent two class sessions.

6.14.4 Veterans Attendance Policy

Veterans are required to comply with Veteran Regulations Sections 21.4135, 21.4235 and 21.4277 in regard to required attendance that the student-veteran must meet in order to receive

educational benefits under Title 38, United States Code. The veteran has the responsibility to adhere to these standards of attendance and to notify the Angeles College administration of any change in status that would affect the collecting of veteran's benefits.

- Students are expected to attend all scheduled classes.
- If a student does not meet a minimum attendance of 80% in all scheduled classes, he or she will be placed on probation in the next immediate evaluation point.
- If at the end of the student's probation, he or she has not improved attendance to 80% or better, the student's VA benefits will be interrupted and the Department of Veterans Affairs will be notified immediately.

6.15 Expulsion Policy

Students may be expelled from the college when their conduct is deemed unacceptable or for the following reasons:

- Failure to maintain satisfactory grades
- Failure to achieve satisfactory clinical performance
- Failure to represent Angeles College in a professional and ethical way
- Failure to abide by the college's rules, including attendance policy

6.16 Leave of Absence (LOA) Policy

A leave of absence (LOA) is a temporary interruption in a student's program of study. A LOA refers to the specific time period during a program when a student is not in attendance. A LOA is not required if a student is not in attendance only for a scheduled program break. However, a scheduled break may occur during a LOA.

The purpose of a leave of absence (LOA) is to provide students with the opportunity to leave college for an extended period of time without withdrawing or affecting a student's satisfactory academic progress calculations. The Program Director, the School Administrator, or a designee may authorize a leave of absence. Reasons for granting a leave of absence may include, but not limited to: serious student medical programs, pregnancy, military duty, and death of an immediate family member.

A LOA status can be granted once for a certificate program and a maximum of three times for a degree program during a student's academic career. Under no circumstances will a leave of absence cannot exceed a maximum of 180 calendar days within a continuous 12-month period. Students who are unable to return to full-time or part-time status at the end of their leave are considered to have withdrawn from Angeles College.

I. LOA will be allowed for emergency, illness or pregnancy. Students will be required to continue their instruction in the next available class at the point where their studies were

interrupted, at the discretion of the School Administrator/Academic Director and pending space availability.

II. The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period.

III. The time taken for a LOA will not be counted against the maximum allowable time for program completion. Hours of the program will resume when the LOA is officially completed.

IV. LOA may only be granted to a student who maintains a GPA of 2.0 or greater. The GPA requirement does not apply to a new student who have not completed at least one (1) full academic quarter or term at the College.

V. The student will incur no additional tuition charges during an approved leave of absence.

Requesting LOA Procedure:

- Students must outline the reason for their leave in writing and submit it to the Registrar who will present the request for approval to the School Administrator/Program Director.
- The Registrar will notify students are approved or denied for leave with a letter.

Returning from a LOA Procedure:

1. Students on personal leave must meet with their admissions representative prior to resuming studies.
2. Any conditions set for a return from leave, such as a letter of clearance from the student's physician for medical leave of absence, that are specified in the letter of approval from the School Administrator/Program Director must be met before the student may resume his/her studies.
3. Copies of said forms must be forwarded to the Registrar.

Effect on Financial Aid Eligibility

A student granted a LOA that meets the criteria in this section is not considered to have withdrawn, and no return calculation is required. Upon the student's return from leave, he/she will continue to earn the federal student aid previously awarded for the period.

If a student does not resume classes on or before the approved return date, the student will be withdrawn from the program.

Note: If a student does not return from an approved leave of absence, the grace period for the federal direct loans will begin with the late date of academic attendance.

Warning:

LOA and other changes of status can have an adverse effect on students applying for Title IV funds. AC cannot guarantee a particular return date for students interrupting their training. Consult with the school catalog, student program handbook and your counselor before considering taking a LOA.

6.17 Graduation Requirement (For specific program policy, see Student Handbook)

Students enrolled into any program will be considered "graduates" after meeting the following requirements:

- Must achieve passing grades for the program
- Must complete the all required courses with an overall grade-point average (GPA) of at least 2.0 for certificate and undergraduate degree programs. Must complete the all required courses with an overall GPA of at least 3.0 for a graduate program. This includes completing every required course with a C or above
- Must maintain satisfactory attendance
- Satisfactory completion of all the courses in a program
- Must be in good financial standing with the college
- **Must meet the program specific graduation requirements stated in each program student handbook**
- Must complete the federal direct loan exit counseling if received

A Certificate of Graduation will be awarded to each graduate upon completion of the graduation requirements. A Degree will be awarded for graduates of the Degree programs offered.
*Students unable to satisfy the graduation requirements within the allotted time may appeal.

6.18 Licensure/Certification Process

Under the California law, the College must take reasonable steps to ensure you are eligible for licensure if you choose a program that prepares you for a field where licensure is required. Be sure to read carefully these requirements and do further research if you have any concerns about your ability to achieve licensure. Licensure requirements for other states may vary. Students are responsible for obtaining the most recent application requirements for any state in which they intend to become employed.

At Angles College, the Bachelor of Science in Prelicensure Nursing (BSPN), Vocational Nursing (VN), and Nurse Assistance (NA) programs are designed to prepare an individual for the State licensure or certification and meet all licensure or certification requirements. Each program designed to prepare an individual for employment in an occupation that requires state approval, licensure, or certifications meets such standards.

Please refer to the section 1.2 Accreditation, Approvals, and Memberships.

Licensure/Certification Process
Completion of the following programs enables the student to take or submit application with appropriate fees for licensure or a certification examination.
BS in Prelicensure Nursing Program – Registered Nurse (RN)

Bachelor of Science in Prelicensure Nursing (BSN) degree program graduates must become licensed by the Board of Registered Nursing to practice as a Registered Nurse (RN) in the State of California. BSN graduates will become licensed by taking and passing the NCLEX-RN, a year-round computer-adaptive Registered Nursing licensure examination and by completing application to the BRN through BREEZE with appropriate fees.

1. Must be a graduate of a California BRN approved RN program.
2. Must complete application to the Board of Registered Nursing and pay appropriate fees;
3. Must complete application for National Council Licensure Exam and pay appropriate fees; and
4. Must schedule a computer Adapted Testing Exam time with the appropriate agency.

Summary of Requirements for Licensure as a Registered Nurse*

https://rn.ca.gov/applicants/lic-exam.shtml

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

For further information regarding the requirements for eligibility for licensure in the State of California, please refer to the BRN website:

https://rn.ca.gov/applicants/index.shtml

Vocational Nursing Program – <u>Licensed Vocational Nurse (LVN)</u>

Vocational Nursing graduates must become licensed by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to practice as a Licensed Vocational Nurse (LVN) in the State of California. Vocational Nursing graduates will become licensed by taking and passing the NCLEX-PN, a year-round computer-adaptive vocational nurse licensure examination and by completing application to the BVNPT with appropriate fees.

1. Must be a graduate of a California Approved School of Vocational Nursing.
2. Must complete application to the Bureau of Vocational Nursing & Psychiatric Technicians (BVNPT) and pay appropriate fees;
3. Must complete application for National Council Licensure Exam and pay appropriate fees; and
4. Must schedule a computer Adapted Testing Exam time with the appropriate agency.

Summary of Requirements for Licensure as a Vocational Nurse*
https://www.bvnpt.ca.gov/applicants/summary_vn.shtml
1. Be at least 17 years old; and
2. Completion of the 12th Grade of schooling or its equivalent (furnish proof).
3. Complete the Record of Nursing Program Form.
4. Completed fingerprints using either Live Scan or fingerprint card (Hard Card) processing method pulling records from the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI).
5. Submit the appropriate nonrefundable fee to the "BVNPT".
6. The processing time is 4-6 weeks for Method 1 Applications and up to 26-weeks for Method 2 Applications. Once the Eligibility Notice from the Board is received, the student is now able to register with Pearson Vue, pay the fee and schedule their NCLEX date.
7. Successful completion of a written examination titled the National Council Licensing Examination for Practical (Vocational) Nursing (NCLEX)
8. When the requirements of Steps 1-8 have been successfully met, student can submit to the Board the Initial License Fee to be paid. The license fee is in addition to the application fee. If there are no obstructions, the student will be able to pull up their License Number on the Board's website within 24-hours.

For further information regarding the requirements for eligibility for licensure in the State of California, please refer to the BVNPT website:
https://bvnpt.ca.gov/applicants/index.shtml

Nurse Assistant Program – <u>Certified Nurse Assistant (CNA)</u>

Nurse Assistant graduates must become certified by the California Department of Public Health to practice as a Certified Nurse Assistant (CNA) in the State of California. Nurse Assistant graduates will become certified by taking and passing the certification exam

conducted by National Nurse Assistant Assessment Program (NNAAP)
https://www.ncsbn.org/nnaap-exam.htm, http://www.regionaltestingcenter.org/cna.html or
American Red Cross (ARC) https://www.redcross.org/take-a-class/cna-testing/california-nurse-competency-test.

1. Must complete the California Department of Public Health: Aide and Technician Certification Section (CDPH: ATCS); and
2. Must schedule the Competency Examination with the appropriate agency

Summary of Requirements for a Certified Nurse Assistant*
https://www.cdph.ca.gov/Programs/CHCQ/LCP/Pages/CNA.aspx

An applicant for certification as a CNA shall comply with each of the following:

- Minimum Age - 16 Years.
- Have successfully completed a training program approved by the department of California, which includes an examination to test the applicant's knowledge and skills related to basic patient care services.
- Obtain a criminal record clearance.

An applicant must complete and submit the following to CDPH:

- An Initial Application (CDPH 283B), upon enrollment in the training program.
- A copy of the Request for Live Scan Service (BCIA 8016) form.

Once you have completed the CDPH-approved training program, you will need to successfully pass the Competency Evaluation Examination. If you successfully pass the Competency Examination, you must allow at least thirty (30) days for CDPH to receive your examination results from the testing vender.
https://www.cdph.ca.gov/Programs/CHCQ/LCP/Pages/CNA-Testing-Vendors.aspx

Certification Process – Voluntary Process

Although it is not required to work as a Medical Assistant in California, you may purse the CMA credential. Completion of the following program enables the student to take or submit application with appropriate fees for a certification examination.

Medical Assistant
1. Eligible to apply for certification through the Association of Medical Assistants (AAMA) https://www.aama-ntl.org/ or the National Center for Competency Training (NCCT) https://www.ncctinc.com/certifications/ma or other organizations, earning them a title such as Certified Medical Assistant (CMA), although this is not required to work as a Medical Assistant in California.

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7. STUDENT RIGHTS

7.1 Notice of Student's Right to Cancel

The Student has the right to withdraw from the program of instruction at any time. To withdraw or cancel enrollment, the Student must send a signed Notice of Cancellation or Letter of Withdrawal postmarked NO LATER THAN the seventh day following the first day of class (or delivered to the school before midnight of the same day). Compliance with this policy will result in a full refund.

Los Angeles (LA) campus: Notice of Cancellation or Letter of Withdrawal must be sent to:

Office of the Registrar
Angeles College
3440 Wilshire Blvd. Suite 310
Los Angeles, CA 90010

City of Industry (CI) campus: Notice of Cancellation or Letter of Withdrawal must be sent to:

Office of the Registrar
Angeles College
17595 Almahurst St., Suite 101-3
City of Industry, CA 91748

If you have any complaints, questions, or problems that you cannot work out with the school, write or call the Bureau for Private Postsecondary Education (BPPE) at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll-free (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Website at www.bppe.ca.gov

7.2 Student's Right to Records

Current official academic student files are maintained in fire-proof file cabinets, or stored in rooms equipped with sprinklers. Angeles College maintains all files on-site for a period of at least five (5) years from the last date of attendance. Student transcripts and enrollment agreements are maintained permanently. Student should report a change of address or name change to the registrar immediately as they occur. It is important that students keep the college informed of any changes of address during the course of their enrollment as well as after graduation.

7.3 Student's Right to Privacy (FERPA)

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

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through AC's Registrar's Office.

2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.

3. Students should be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students' written consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions. AC is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, date and place of birth, major field of study, dates of attendance, certificates and awards received and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by AC at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

AC is authorized to provide access of student records to AC officials and employees who have legitimate educational interests. These are persons who have responsibilities in AC academic, administrative, service or research functions.

A copy of AC's FERPA policy is available to students through the Registrar's Office. Education records will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of AC's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information. Written requests for privacy holds should include name, address, specific records to be withheld and/or to whom the privacy hold applies, and the student's signature and date. Requests are valid throughout student's enrollment unless otherwise notified.

Congress has provided the Family Education Rights and Privacy Act in that a student have certain rights of access to his/her education records (available in the front office).

7.4 Non-Discrimination Policy
Angeles College (AC) does not deny admission or discriminate against students currently enrolled on the basis of race, color, religion, sex, age, disabilities and area of origin, residence or sexual orientation from participating in any of the school's activities. AC will reasonably accommodate

applicants and students with disabilities to the extent required by applicable law.

7.5 Educational Safety Environment

Due to requirements set forth by the Occupational Safety and Health Administration (OSHA), proper attire including shoes, eyewear and other articles should be worn during all class hours.

7.6 Hygiene & Dress Code Policy

Students are expected to follow this dress code as follows:

1. Wear the school issued uniform every day for both the Theory and Practicum classes at Angeles College.
2. Uniform (top and bottom) in neat and clean condition.
3. If the weather is cool, a shirt may be worn under or a sweater over the uniform.
4. White socks are to be worn with white or light-colored comfortable, clean flat shoes (no high heels allowed). Shoes must have closed heels, toes, and sides.
5. Finger nails must be kept short (no longer than the finger tip), clean, with no nail polish or clear nail polish only. Absolutely no artificial nails are allowed. They are known to carry excessive amounts of bacteria and/or virus. Any student who arrives at practicum with artificial nails will be sent home immediately and will be marked absent.
6. Jewelry shall be limited to a conservative wrist watch with second hand, wedding ring(s), and very small stud earrings. No necklaces, earrings that drop below the earlobe, or other jewelry that could interfere with patient care or be a source of infections may be worn. If a clinical instructor or agency or site staff instructs the student to remove a piece of jewelry, the student must comply or be dismissed from the clinical/externship site.
7. Hair shoulder length or shorter or pinned up. Hair must be kept in such condition that it does not swing forward to fall on or touch a patient when providing care.
8. Beards are allowed if kept trimmed.
9. No exposed tattoo is allowed.
10. The school ID badge on lanyard around neck or pinned to uniform left chest.
11. No hats/beanies.

7.7 Americans with Disability Act (ADA)

Angeles College recognizes its responsibilities and obligations under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 to prohibit discrimination on the basis of a disability while providing reasonable accommodations to qualified disabled students. Students have the choice to self-disclose and request an accommodation through the school's ADA Compliance Officer. Communications alone with faculty or other staff members does not in itself fulfill the ADA accommodation requirements. Students will be required to verify their disability through a Medical Release Form, Documentation of Disability Form, and Accommodation Request Form. Angeles College will review the documentation for consideration. Students applying have confidentiality

and will not be retaliated against for requesting accommodations or bringing a complaint procedure for non-compliance by the college.

Angeles College as a private college is regulated by Title III of the ADA. In order to comply with Title III, Angeles College
- Provides classes and services in an integrated setting
- Provides reasonable modifications in policies, practices, and procedures that deny equal access to students with disabilities
- No unnecessary eligibility standards or rules that deny students with disabilities an equal opportunity or experience
- Removed architectural and structural communication barriers on campus when possible
- Maintain accessible features of facilities and equipment
- Furnish aids when necessary and requested to ensure effective communication

It is important to Angeles College students are knowledgeable about their rights and responsibilities in their education. Students have the responsibility to request and report their accommodations. For many students with disabilities, knowing their rights is an essential part of self-advocacy. Angeles College is here to assist with their journey.

7.7.1 ADA Compliance on Virtual and Online Learning

Angeles College recognizes the need for an accessible and accommodating online learning experience. Accessibility benefits not only students with disabilities but also students who are English language learners and those operating in a difficult environment. Angeles College is committed to providing multiple options for students to gain knowledge and interact by making courses accessible to all students, including those with disabilities. The Americans with Disability Act and Section 504 of the 1973 Rehabilitation Act states all individuals should have equal accessibility (including online instructional opportunities.) Utilizing links, text, images, audio, and video can greatly enhance the online learning experience. Links provided include text descriptions. Text for the classes have fonts with easy readability, avoid the use of bright colors, and have dark font colors on light backgrounds for better contrast. Images are clear, have text descriptions attached, and are optimized for efficient loading for slower internet connections. Audio is clear quality, has a written transcript accompanying it, and compatibility with multiple operating systems. Video will have clear quality, closed captions attached, and compatibility with multiple operating systems. Students with technological issues can contact Angeles College for assistance. Technology is the great equalizer that can remove barriers while improving the quality of learning.

7.8 Student Seeking Reasonable Accommodations

Following Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Angeles College abides by the regulation that "no handicapped individuals shall be excluded from participation in the programs and services offered by AC solely by reason of the handicap." A college may not discriminate on the basis of disability and Angeles College ensures the programs it

offers including extracurricular activities are accessible to students with disabilities. By providing aids, services, and modifying policies, students can have the complete college experience. Angeles College does not charge students for the accommodations. A student is eligible for consideration for accommodations, aids, or services if they have a documented disability. This requires the ADA Compliance Officer to meet and verify the student's disability.

Students

1. Student informs the Angeles College ADA Compliance Officer of the request for an accommodation.
2. The ADA Compliance Officer will ask for documentation regarding the individual's functional limitations to support the request. Any medical documentation will be collected and maintained in accordance with confidentiality.
3. When the student's disability becomes qualified, the student will consult with the ADA Compliance Officer:
   a. Discuss the purpose and essential functions of the student
   b. Determine the limitations the student faces
   c. Identify potential accommodations and determine how effective each would be for the student.
   d. Select and implement the reasonable accommodation most appropriate for both the student and Angeles College. While a student's preference will be given consideration, Angeles College is free to choose among the choices available and may choose one that is more affordable or easier to implement.
   e. The ADA Compliance Officer will provide a written decision to the student within a reasonable time unless agreed upon otherwise by the student and Angeles College.

Angeles College is committed to providing reasonable accommodations unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the program or service provided. Angeles College is not obligated to provide personal use items for students with disabilities needed to accomplish daily activities including eyeglasses, hearing aids, or wheelchairs. If students do not inquire about any accommodations, they can choose to keep the information about their disability private. A college cannot provide any service or accommodation when it is not aware one is required. It is the student's responsibility to make their needs known in advance so the college can prepare a plan for the student.

7.9 Equal Opportunity

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

School Administrator/Compliance Officer at (213) 487-2211, for the following matters:

- Sexual Harassment
- Discrimination – Education/Race
- Discrimination – Workplace – Hiring/Promotion
- Training
- ADA
- EEO – Hiring/Promotion
- Gender Equality

7.10 Student Grievance Policy

The grievance procedure may be initiated by a student or group of students who reasonably believe he/she/they have been subjected to unjust action or denied rights that adversely affect his/her/their status, rights or privileges as a student. It is the responsibility of the student(s) to submit proof of alleged unfair or improper action.

The programs offered at Angeles College are difficult and demanding programs. Students enrolled in these programs may sometimes experience problems. The school will make every effort to help resolve these problems when made aware of them. The following procedure is designed to assist students to resolve any problems they identify.

1. First, discuss the problem with your instructor rather than with other students.
2. Next, make an appointment to approach the Director of Academics if you and the instructor were unable to resolve the problem.
3. If the problem is still not resolved, the student will make an appointment to discuss the matter with the School Administrator.
4. If the problem involves the VN program, you may contact the Board of Vocational Nursing and Psychiatric Technicians.

Board of Vocational Nursing and Psychiatric Technicians (BVNPT)
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833
T: 916-263-7800 Web: https://bvnpt.ca.gov E-mail: bvnpt@dca.ca.gov

5. If the If the problem involves the BS in Prelicensure Nursing program, you may contact the California Board of Registered Nursing.

California Board of Registered Nursing (CA BRN)
PO Box 944210, Sacramento, CA 94244
T: 916-322-3350 Web: https://rn.ca.gov/contact.shtml

6. For other problems, you are able to contact:
Bureau for Private Postsecondary Education (BPPE)
P.O.Box 980818, West Sacramento, CA 95798-0818
1747 North Market Blvd., Suite 225, Sacramento, CA 95834

T: 888-370-7589 Web: <u>www.bppe.ca.gov</u> E-mail: bppe@dca.ca.gov

Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd., Suite 730, North Bethesda, MD 20852
T: (301)291-7550 Web: www.abhes.org E-mail: info@abhes.org

7.11 Right to Appeal

Students may submit a written appeal for any decisions that negatively affect their ability to complete a course or program, such as failure, suspension, or termination. All such appeals must be submitted within 30 days of notice to the Appeal Committee. It is the responsibility of the student to submit all relevant documents or statements of support with their appeal letter. Appeals should be brought or mailed to:

LA campus

Angeles College
Attn: Appeal Committee
3440 Wilshire Blvd, Suite 310
Los Angeles, CA 90010

City of Industry campus

Angeles College
Attn: Appeal Committee
17595 Almahurst St., Suite 101-3
City of Industry, CA 91748

In all cases of student grievances, if the complaint cannot be resolved after exhausting the school's procedures, the student may file an external complaint.

8. STUDENT RESPONSIBILITIES

For specific program policy, see Student Handbook.

8.1 Student Code of Conduct

Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of AC's academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse. Angeles College reserves the right to suspend, dismiss, or terminate any students whose conduct is deemed unacceptable. Such conduct includes excessive number of absences or tardiness, failure to maintain satisfactory academic standing, failure to achieve satisfactory clinical performance, inappropriate behavior toward fellow students, faculty, staff or affiliates, failure to abide by school rules and other conduct deemed inappropriate.

8.2 Standards of Student Conduct

Students are responsible for learning all required material. Although it is a student's academic performance that is evaluated in determining grades, student conduct is important in the academic setting. Students shall respect and obey civil and criminal law and shall be subject to legal penalties for violation of laws of the City, County, State and Federal. Students are expected to follow and abide by the code of conduct at all times when on campus or when representing Angeles College off site. Violations of student conduct will subject students to disciplinary action or dismissal. Such violations include, but are not limited to, the following:

- Uniforms not worn in class in accordance with uniform policy, if applicable
- Harassment of any kind or Carrying weapons on campus
- Disruptive behavior that hinders or interferes with the educational process
- Any act or statement which threatens or violates the personal safety of any member of the faculty, staff or student body
- Violation of the student Code of Conduct
- Failure to comply with any reasonable directive from faculty or school officer
- Falsification or invention of any information citation or document, lying during a school investigation, or plagiarizing any piece of writing
- Any form of academic dishonesty which includes but is not limited to: cheating, fabricating, plagiarizing (copying or presenting another's work as your own), unlawfully acquiring or using copyrighted work, or helping another student to commit academic dishonesty.
- Violation of any state, federal, or school laws, regulations or rules

8.3 Discipline Procedures

If a student is in violation of a rule or regulation, the issue will be investigated immediately. The student will be notified of the issue and investigation. A committee will review the investigation, discuss the findings and make recommendations to the School Administrator/Associate School Administrator. The student will be afforded the opportunity to address the committee to plead

his/her case. If a violation is found, the student will receive sanctions relative to the seriousness of the violation. The sanctioning decision will be made by the School Administrator/Associate School Administrator, who will report this decision to the student. If the student feels the decision was in error, the student may request an appeal within 10 days of the decision. The student must submit an appeal in writing to the Committee who will review the appeal and make a decision. The decision of the Committee is final.

8.4 Dismissal

Dismissal is the termination of Angeles College student status for an indefinite period and may include exclusion from specified areas of the campus. Readmission to any campus of the Angeles College after Dismissal may be granted only under exceptional circumstances and requires the specific approval of the School Administrator of the campus to which a dismissed student has applied.

9. CAMPUS SECURITY, SAFETY, AND TITIE IX POLICY

Angeles College is committed to maintaining campus environments that are safe, supportive, and responsive so all students can benefit from the widest possible array of education opportunities.

Two federal laws – the Clergy Act and Title IX – require Angeles College to address sexual assault on our campuses (Clergy via statute and regulations and Title IX via regulations and guidance). Although difference in scope, these laws also contain important requirements for campus disciplinary processes used to address sexual assault, including that these processes must be fair.

Angeles College is committed to assisting all members of the community in providing for their safety and security. The 2023 Angeles College community consists of approximately 500 students plus 50 faculty and staff. Being situated within the cities of Los Angeles (LA Campus) and City of Industry (Relocated from the Garden Grove campus since May 1st 2014), Angeles College shares many of the same interests and concerns as each city, one of which is providing a safe environment for its students, faculty, and staff. As safety and security is everyone's responsibility, your actions and behaviors can significantly reduce your risk of personal harm.

At Angeles College, we understand the concern everyone has about campus safety. Our desire is for students, faculty and staff to enjoy their academic years free from threats to their safety or well-being. The purpose of this publication is to share with you information relating to the safety and security of campus facilities, the office involved in the coordination of campus safety and security, campus crime statistics, campus substance abuse policies, campus sexual assault policies, and timely warnings in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

9.1 The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (or Clery Act)

The Jeanne Clery Crime Awareness and Campus Security Act of 1990 (Clery Act) requires colleges and schools to provide students and applicants a detailed report of crime statistics for the prior three years. The Clery Act is a federal statute codified at 20 U.S.C. § 1092(f), with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46.

9.2 Title IX Policy

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities, including sexual harassment at institutions that receive federal financial assistance.

Angeles College students, faculty, and staff are entitled to learn and work in an environment free of sexual harassment. Sexual harassment is prohibited in any School-related activity. Sexual harassment is defined as unwelcome sexual advances (including sexual violence), requests for

sexual favors, and/or physical, verbal, or written conduct of a sexual nature includes but not limited to the following:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment education, or participation in the School's programs or activities, or

- Submission to or rejection of such conduct by an individual is used as a basis for decision pertaining to an individual's employment, education, or participation in the School's programs or activities, or

- Such speech or conduct is directed against another and is abusive or humiliating and persists after the objection of the person targeted by the speech or conduct or

- Such conduct would be regarded by a reasonable person as creating an intimidating, hostile, or offensive environment that substantially interferes with an individual's work, education, or participation in the School's programs or activities.

9.2.1 Questions or Concerns About Title IX – Contact Information

If you have a complaint involving sexual assault, sex discrimination, sexual harassment, stalking, or dating and domestic violence, or if you have questions about Angeles College's policies or procedures in these areas, please contact the designated Title IX Coordinator (Associate School Administrator): ktorrance@angelescollege.edu or call (213) 487-2211 or Title IX Administrator (School Administrator): tkrause@angelescollege.edu

9.3 Geography: Campus Locations

The **Los Angeles campus** of Angeles College occupies 13,807 square feet on the 3rd floor and 2,091 square feet on the 6th floor of Central Plaza, LLC located at 3440 Wilshire Boulevard, Suite 310, Los Angeles, California.. The building is one of three identical structures that occupy the south side of Wilshire Boulevard, between Mariposa Avenue and Normandie Avenue.

The City of Industry campus (Relocated from Garden Grove location in May 2014) of Angeles College occupies 10,369 square feet on the 1st and 2nd floor. Located in the City of Industry north of Colima Rd. intersecting along with the cities of Rowland Heights and Hacienda Heights. The campus is located at 17595 Almahurst St., Suite 101-3, City of Industry, California. The non-main campus is located close to State Route 60 (between the 605 & 57) between Azusa Ave. and Fullerton Rd. exits; readily accessible by public and private transportation.

The Separate Educational Center of Angeles College City of Industry campus occupies 2,000 square feet on the third floor of 111 N. Atlantic Blvd, Suite 353 A, Monterey Park, CA 91754. The SEC is located close to Freeway 60 and Interstate 10 and is easily accessible by both public and private transportation.

For purposes of Clery Act data collection and reporting, the following definitions apply:

- **Campus**: Areas of buildings which are leased, owned or controlled by Angeles College, including any classrooms, administrative offices, faculty offices, along with any hallways, lavatories, storage areas, stairwells, elevators or other areas used exclusively by Angeles College staff, faculty or students.
- **Non-Campus Property:** All other areas of campus buildings that are not otherwise included in the definition of "campus" (above), including any hallways, elevators or outdoor areas owned or controlled by the building/development owners and routinely used by Angeles College's students. These areas are considered part of the "'campus" for the purposes of the statistics above.
- **Public Property:** Any public thoroughfares, streets, alleys, sidewalks and/or public parking facilities that is immediately adjacent to, and accessible from, the campus.

9.4 Annual Campus Security Report

Angeles College is committed to assisting all members of the Angeles College community in providing for their safety and security. The annual security compliance document is available on the Angeles College website at http://www.angelescollege.edu

The website and booklet contain information regarding campus security and personal safety including topics such as: crime prevention, fire safety, crime reporting policies, disciplinary procedures, and other matters of importance related to security and safety on campus. They also contain information about crime statistics for the three previous calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or properties owned or controlled by Angeles College; and on public properties within, or immediately adjacent to and accessible from the campus.

This information is required by law and is provided by the Angeles College administration office which is located in front of the 3rd floor elevators. If you would like to receive the Annual Campus Crime Statistics Report that contains this information, you can stop by the Angeles College Administration Office at 3440 Wilshire Blvd., Suite 310, Los Angeles, CA 90010 for information about the Los Angeles campus or at 17595 Almahurst Unit 101-3, City of Industry, CA 91748 for information about the City of Industry campus, or request that a copy be mailed to you by calling the Los Angeles campus at 213.487.2211 or the City of Industry campus at 626.965.5566.

9.5 Campus Crime Statistics – Los Angeles & City of Industry Campus & SEC Center

The detailed statistics in this policy reflect the number of crimes reported and referrals made for Angeles College – Los Angeles Campus and City of Industry Campus and SEC Center for the past three calendar years (2020-2022). Those cases are as follows:

<u>**2020-2022 Clery Campus Crime Statistics for LA/CI Campuses & SEC Center**</u>

Total Crimes:

OFFENSE	YEAR	ON CAMPUS		NON-CAMPUS		PUBLIC AREA	
		LA	CI & SEC	LA	CI & SEC	LA	CI & SEC
Murder/Non-negligent Manslaughter	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Negligent Manslaughter	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Rape	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Fondling	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Incest	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Statutory Rape	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Robbery	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Aggravated Assault	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Burglary	2020	0	0	0	0	0	0
	2021	2	0	0	0	0	0
	2022	0	0	0	0	0	0
Motor Vehicle Theft (Includes theft attempts)	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Arson	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Liquor Law Arrests	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Drug Arrests	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Weapon Law Arrests	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Hate Crimes	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0

Violence Against Women Act (VAWA) Offenses

OFFENSE	YEAR	ON CAMPUS		NON-CAMPUS		PUBLIC AREA	
		LA	CI & SEC	LA	CI & SEC	LA	CI & SEC
Domestic Violence	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Dating Violence	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Stalking	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0

Disciplinary Actions:

OFFENSE	YEAR	ON CAMPUS		NON-CAMPUS		PUBLIC AREA	
		LA	CI & SEC	LA	CI &SEC	LA	CI & SEC
Weapons: carrying, possession, etc.	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Drug Abuse Violations	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0
Liquor Law Violations	2020	0	0	0	0	0	0
	2021	0	0	0	0	0	0
	2022	0	0	0	0	0	0

For more information, please visit the following websites:
Los Angeles AREA: http://www.lapdonline.org/crime_mapping_and_compstat City of Industry &
Monterey Park (SEC) AREA: https://lasd.org/transparency/crimeandarrest/

9.6 Timely Warning

In addition to the required Annual Campus Crime Statistics Report, Angeles College will provide a
timely warning to the campus community of any occurrences of crimes considered to represent
serious or continuing threats to students and employees, whether they are reported to campus
officials or the local police agencies. Crimes that Angles College views as serious include but are not
limited to:

- homicide
- sex offense
- robbery

- burglary
- aggravated assault
- motor vehicle theft
- arson
- hate crimes
- arrests for liquor/drug or weapons violations
- campus discipline for liquor/drugs/weapons

If the school is aware of such a crime, and the management of the school feels that a serious and continuing threat to students and employees exists, the Campus Security Director will post appropriate warning notifications in various locations throughout the campus, including all entrance/exit doors of the campus buildings. These warning notifications will remain in place for ten days or longer if school management feels that a continuing threat remains.

9.7 Security of Campus Facilities

Angeles College campus facilities are private property. All visitors must report to the reception desk at each respective campus location to be admitted to the campus grounds/buildings. Any unauthorized visitation or other trespassing on Angeles College's facilities, including trespassing by students during non-business hours, is strictly prohibited.

9.8 Campus Law Enforcement

Angeles College does not maintain a law enforcement department or employ a security force. However, the building in which Angeles College facilities are housed does maintain security personnel. All crimes and other emergencies will be handled by the building security or local law enforcement agencies appropriately. The building security officers patrol the campus around the clock. Foot and vehicle patrols enable officers to monitor and maintain security on campus and promote contact between the campus community and building security officers.

9.9 Drug, Alcohol and Tobacco Policies

It is the policy of Angeles College to provide a safe and productive environment for all its students. The goal of this policy would be severely compromised by drug or alcohol abuse. Angeles College requires that every student be free of alcohol, illegal drugs and controlled substances.

Angeles College prohibits following: possession of controlled substances which would constitute a violation of the California Health and Safety Code Section 11350 or the Business and Professions Code Section 4230; use of alcoholic beverages while on any property owned or used by Angeles College. The "controlled substances," as used in this section, include, but are not limited to the following drugs and narcotics: opiates, opium and opium derivatives, mescaline, hallucinogenic substances, peyote, marijuana, stimulants, depressants and cocaine.

Smoking is not permitted in any classroom or other enclosed facility that any student is required to occupy or which is customarily occupied by students, faculty, staff and/or administrator. Smoking is only allowed at locations outside the main building in designated smoking areas.

9.10 Sexual Assault Prevention/Reporting

Angeles College does not maintain dormitories or other facilities that are used outside of regular school hours. Sufficient faculty and staff are available throughout the building and grounds during business hours to accommodate each student's need. Any crime, including sexual assault, on or off campus, should be reported immediately to the local police department or other appropriate law enforcement agency.

However, Angeles College realizes that the decision to report a rape or sexual assault can be a difficult one. We do, however, strongly encourage immediate reporting of these crimes to appropriate agencies. A rape or sexual assault is a serious crime and the reporting of the incident may prevent another unsuspecting individual from becoming a victim. Victims are encouraged to call any law enforcement agency by dialing "9-1-1" immediately for criminal investigation, medical treatment, and referral to crisis counseling and legal advocacy services. Victims may request the entire reporting process remain confidential.

If both the victim and the suspect are enrolled students, a college disciplinary action may be sought. In this event, the accuser and the accused are entitled to same opportunities to have others present during a campus disciplinary proceeding held by school committee. Both parties shall be informed of the proceeding outcomes after a decision has been made by the committee. If found to be in violation of Angeles College's Code of Student Conduct, the offender may be placed on probation, suspended, expelled, and/or excluded from the campus. If certain circumstances the victim may request changes in academic arrangements.

If you become a victim of a sexual assault on or off campus:

- Go to a safe place
- Immediately contact the local police department
- Contact someone you trust to be with you or ask the police department dispatcher to do so for you
- Do not shower, bath, douche, change or destroy your clothing
- Do not clean or straighten up the area

A police officer will arrange for forensic and medical services as appropriate and a report will be accepted in confidence through a 3rd-party or anonymously.

9.11 Firearms and Weapons Policy

Angeles College does not authorize the possession or use of weapons and firearms on the College's campuses or on any property owned or controlled by the College. This also includes ammunition for

weapons, guns, BB guns, stun guns, chemicals, bombs, hazardous materials, explosive devises, knives, incendiary devices and any item capable of inflicting serious injury.

No one (personnel, students or visitors) except law enforcement officers of either the State of California or of a Federal Law Enforcement Agency shall be authorized to possess or carry firearms or other weapons, concealed or not concealed, with or without a concealed weapon permit, while upon campus or other properties owned or controlled by the College, without the prior knowledge and consent of the School Administrator.

Any individual who fails to abide by this policy may be subject to disciplinary actions, up to and including expulsion (in the case of students) and termination (in the case of employees), even for a first offense, or prosecution under appropriate city, state or federal laws. Individuals should immediately report any knowledge he or she may have regarding the possession, use or display of weapons and firearms to the School Administrator.

9.12 Potentially Infectious Agents and/or Hazardous Materials Policy

It is the policy of Angeles College that all students who are exposed (i.e. needle stick, inhalation, mucus membrane or skin exposure or percutaneously to infectious agents and/or hazardous materials including radiation, blood-borne pathogens) while engaged in an educational program seek and obtain prompt medical attention, including counseling, prophylactic drug treatment, and baseline and follow up laboratory values, as necessary.

9.13 Hate Crimes and the Law

Angeles College is mandated to protect all members of the campus community by preventing and prosecuting bias or hate crimes that occur within the campus jurisdiction.

Hate crimes, also called bias crimes or bias-related crimes, are criminal activity motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their race, religion, ethnicity, gender, sexual orientation, or disability. Anyone committing such acts can be referred to the Angeles College Administration for disciplinary action, as well as facing prosecution under the California law.

9.14 Violence Against Women Act Compliance

On March 7, 2013, President Obama signed the Violence Against Women Reauthorization Act of 2013 (VAWA) (Pub. Law 113-4), which, among other provisions, amended section 485(f) of the Higher Education Act of 1965, as amended (HEA), otherwise known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The Clery Act requires institutions of higher education to comply with certain campus safety- and security-related requirements as a condition of participating in the Federal student financial aid programs authorized by Title IV of the HEA. Notably, VAWA amended the Clery Act to require institutions to compile statistics for incidents of domestic violence, dating violence, sexual assault, and stalking and

to include certain policies, procedures, and programs pertaining to these incidents in their annual security reports (ASRs).

The Higher Education Act defines the new crime categories of domestic violence, dating violence, and stalking in accordance with section 40002(a) of the Violence Against Women Act of 1994 as follows:

Domestic violence means a felony or misdemeanor crime of violence committed by: (1) a current or former spouse or intimate partner of the victim, (2) a person with whom the victim shares a child in common, (3) a person who is cohabiting with or has cohabitated with the victim as a spouse or intimate partner, (4) a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies [under VAWA], or (5) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Dating violence means violence committed by a person: (1) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (2) where the existence of such a relationship shall be determined based on a consideration of the following factors: (a) the length of the relationship, (b) the type of relationship, and (c) the frequency of interaction between the persons involved in the relationship.

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for his or her safety or the safety of others; or (2) suffer substantial emotional distress.

9.15 The Gramm-Leach-Bliley Act (GLBA) Cybersecurity Requirements

The Gramm Leach Bliley Act (GLBA) is a law that applies to financial institutions and includes privacy and information security provisions that are designed to protect consumer financial data. This law applies to how higher education institutions collect, store, and use student financial records. GLBA regulations include both a Privacy Rule (16 CFR 313) and a Safeguards Rule (16 CFR 314), both of which are enforced by the Federal Trade Commission (FTC) for higher education institutions. Colleges and universities are deemed to be in compliance with the GLBA Privacy Rule if they are in compliance with the Family Educational Rights and Privacy Act (FERPA).

9.16 Distribution of Report/Policy

A notice of this report and policy statement will be given to all students and employees annually. Those wishing a printed copy of this report may print directly from our webpage or may contact any member of the Angeles College administration for a printed copy sent by mail or picked up.

9.17 Crime Prevention

Angeles College does not maintain dormitories or other facilities that are used outside of regular school hours. Sufficient faculty and staff are available throughout the building and grounds during business hours to reduce the likelihood of crime during school hours. Students and employees are encouraged to be vigilant and observant when in the non-campus or public areas, and to protect themselves and each other by reporting suspicious or illegal activity to proper authorities immediately. To help students and employees protect them and their property, Angeles College develops and makes available to students an updated crime log and safety tips.

9.18 Daily Crime Log

The Clery Act requires academic institutions with internal security maintain a daily crime log. This log may be publicized as a hard copy log and will be accessible on campus or via school website. The crime log for the "most recent 60-day period" must be available for public review during normal business hours. Any requests to view logs older than the 60-day recent period must be made available within two business days of the request for public inspection.

A hard copy of the daily crime log for Angeles College is maintained in the administration office. Angeles College makes an electronic version of the daily crime log available via school website. The business hours for access and further information are M-F, 9:00 a.m.-6:00 p.m. Furthermore, security is provided as part of the college's lease terms and as part of the Clery requirements, crimes are primarily registered with them at each campus location.

9.19 Emergency Notification

Angeles College Alerts will deliver messages using some or all of the following channels:

- The Angeles College homepage;
- Broadcast e-mail to all Angeles College students;
- Blackboards in classrooms;
- Phone Alerts;
- Classroom/hallway alarms.

9.20 Safety Tips

Effective policing is a community activity. Protect yourself against crime by taking the following common-sense precautions.

- ✓ **Emergencies**

  - Fire: Leave the building and call 911
  - Health/Medical: call 911

✓ **On Campus**

- Report unusual or suspicious activities to the Angeles College Administration Office in person or call (213) 487-2211 (LA Campus) or (626) 965-5566 (CI Campus).
- Keep small valuable items (jewelry, cash, wallets, purses, etc.) out of sight or in a closed/locked backpack.
- Small electronics such as iPods, mp3 players, cell phones, thumb drives, and laptops are easily taken by thieves and *must* be secured.

✓ **Parking Lots**

- Do not walk alone to your car.
- Lock your car at all times.
- Take your valuables with you or lock them in the trunk.
- Use anti-theft and safety devices, including remote key access for lighting, car alarms, and steering wheel locks.

✓ **Personal Safety**

- Always let someone know where you are.
- Never walk alone at night, always walk with a friend.
- Do not leave a party or bar with a casual acquaintance.
- Never leave drinks of any type alone, when at a social gathering.
- Report any rape or sexual assault, even if you know the assailant. It's still a crime.
- Report unusual or suspicious activities to the Angeles College Administration Office immediately at (213) 487-2211 (LA Campus) or (626) 965-5566 (CI Campus).
- In Your Car
  o Do not signal breakdowns or request help from strangers.
  o Check the back seat before entering your car.
  o Do not open your window more than an inch if you respond to strangers who approach your car.

✓ **In General**

- Be aware of your surroundings.
- Keep your door locked at all times.
- Don't walk alone late at night.
- Keep your valuables locked up in a safe place.
- Don't leave your laptop computer unattended.
- Mark your valuables with your name.

✓ **Notice, Remember and Report**

- License plate number

- Which way the car or person went
- Anything left at the scene by the assailant or the victim
- Description of car (color, number of doors, rust)
- Description of person, including

  - approximate age, weight, height, and build
  - gender
  - color and length of hair
  - color of eyes
  - color of skin
  - clothing
  - distinctive marks including scars, tattoos
  - distinctive accessories including rings, earrings, piercings

✓ **Your Identity**

- Don't give out personal information on the phone, through the mail, or on the Internet unless you initiated the contact or are sure you know who you are dealing with.
- Don't carry your SSN card in your wallet; store it in a secure place.
- Keep your purse or wallet in a safe place; do the same with copies of administrative forms that have your sensitive personal information.

✓ **Preventing Fires**

Fire prevention and safety programs at Angeles College include:

- Fire drills (Building Services)
- Inspection and maintenance of fire-detection and fire-fighting equipment (Campus Services)
- Routine checks of emergency firefighting equipment (Campus Services)

✓ **Preventing Fire-Related Crimes**

The following activities are illegal:

- Causing a false alarm
- Maliciously activating building fire alarm system
- Discharging a fire extinguisher mischievously
- Tampering with fire-detection and fire-prevention equipment (smoke detectors, sprinklers)
- arson

Any student who commits these crimes will be referred to the College Disciplinary Board. Criminal charges may also be filed.

✓ **In Case of Fire Drill**

When the alarm sounds:

- Always leave the building immediately. Never assume the alarm is a false alarm.
- Continue to evacuate the building even if the alarm stops.
- Use the nearest exit. If the nearest exit is blocked by fire, heat or smoke, go to another exit.
- Always use the stairs. Stairway fire doors will keep out fire and smoke if they are closed and will protect you until you get outside. Never use an elevator. If the power fails, you will be trapped.

✓ **When to use 9-1-1 versus 7-digit telephone lines**

- Call 9-1-1 when there is a life or death emergency that requires the immediate response of emergency service such as police, fire or paramedic. Always call 9-1-1 when there is a medical problem or something that requires the Los Angeles Fire Department to respond, because they do not have non-emergency lines.
- When there is a situation that requires police response but is not an emergency, use non-emergency dial 1-877-ASK-LAPD (1-877-275-5273) or The Los Angeles Police Department (LAPD) Olympic Community Police Station 1-213-382-9102.

It is a misdemeanor under California Penal Code Section 148.3 for any person to willfully use the 9-1-1 system for any purpose other than reporting an emergency. It is a felony if someone is injured or dies as a result of emergency service response to a false call.

9.21 Important Security/Safety Phone Numbers

Angeles College LA Campus - Campus Security Department
3440 Wilshire Blvd. Suite 310
Los Angeles, CA 90010
(213) 487-2211

Central Plaza Building Security – Los Angeles Campus
(213) 418-4926

Central Plaza Parking – Los Angles Campus
(213)487-1525

Angeles College CI Campus – Campus Security Department
17595 Almahurst St., Suite 101-3
City of Industry, CA 91748
(626) 965-5566

The Los Angeles Police Department (LAPD) –LA Campus
Olympic Community Police Station
1130 S. Vermont Ave.
Los Angeles, CA 90006
(213) 382-9102
Or Main Number 1-877-ASK-LAPD (1-877-275-5273)

The City of Industry Sheriff Station– CI Campus
150 North Hudson Ave.
City of Industry, CA 91744
(626) 330-3322

♦ **Please Remember to Call 9-1-1 when there is a life or death emergency that requires the immediate response of emergency service such as police, fire or paramedic.**

10. STUDENT SERVICES

10.1 New Student Orientation

All new students are required to attend an orientation session conducted by the AC Admissions Office. Orientation will walk students through the registration/admissions process.

10.2 Counseling: Career and Placement Assistance

The Career Counseling and Placement Assistance Services provide students with:

- Individual and group counseling, exploration of career options and information on occupational fields and employment trends
- Overseeing a variety of educational and career options, including non-credit programs and vocational assistance
- Seminars in resume writing, interviewing skills, working with people and other job-related topics

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Disclaimer on Job Placement

The purpose of all programs offered by AC is to extend the nature and range of careers available to our students by providing a quality education that integrates theory with practical application. However, AC cannot offer guarantees of job placement, advancement, or continued employment.

10.3 Counseling: Course Advisement and Tutorial Services

Angeles College fervently upholds its Mission and Philosophy statements. With these beliefs, all employees make every effort to maintain a close yet, professional relationship with all the students through constant and proper means of communication. Similarly, the faculty will facilitate all efforts through counseling, advising, and tutoring services to maintain student guidance and monitoring of academic performance throughout, thereby ensuring a successful completion of the program. Instructors make every effort to identify students in need of assistance. Students, however, are urged to take the initiative to seek out-out-class help and to discuss their difficulties with their instructors or Program Director.

There are sufficient numbers of faculty and staff who shall be able to provide counseling or course advisement; however, the tutorial service is the responsibility of the lead-theory instructor or other members of the faculty as requested by the program director. At the instructor's discretion, a set or defined hour(s) of tutorial service outside of regularly scheduled class time must be verbalized and/or stated in the syllabus and made available to all students. The instructor must coordinate with the student requesting the service an appropriate and agreed-upon dates of tutorial.

10.4 Library and Computer Lab

Angeles College Los Angeles campus provides full-text virtual library services and is empowered by the LIRN Librarian service which provides our institution access to a team of librarians. The LIRN librarians provide all library usage data using various methods for tracking student usage: Library Book Checkout Logs, In-Library Reference Logs, and LIRN Library login reports. The City of Industry campus has its own on-site library holdings for local patrons to access books and periodicals through the LIRN online library related to the programs offered at this location. In the LIRN Library environment, students and faculty have access to databases vendors such as ProQuest, GALE, PubMed, and more. The City of Industry campus library is a centrally located resource physically and virtually for all students and faculty and is accessible during classroom hours. The City of Industry facility offers group-study space, a reading room and access to current word processing software and the internet. Refer to the Library web-portal for access to LIRN and College Catalog.

Our Computer Lab serves as a student group-study area. The Computer Lab currently features Desktop stations installed with Windows OS and MS Office and current browsers for online access.

10.5 Student Parking

Student parking is available in a parking structure or lot adjacent to and/or areas within walking distance of the college's location. AC is not responsible for parking violations, property theft, property damage, etc. Please keep vehicles locked at all times. The LA campus is predominantly paid parking (structure & on-street), whereas the CI campus parking is free.

10.6 Student Lounge

Student Lounges are available for students during school hours to relax, study and eat at each location as well as off-campus areas immediate to each campus.

10.7 Housing

Angeles College does not have dormitory facilities under its control. Although Angeles College has no responsibility to provide or help find housing for students, the Office of Student Services may assist in arranging a hotel, apartment, or home stay for students.

LA Campus: The surrounding area of Angeles College's Los Angeles Campus is referred to as Koreatown, and there are many options available for apartment and condo rentals. Roughly 90% of the residents in Koreatown rent housing. Housing prices can vary depending on size, amenities, age of building, street location, etc. The overall July 2024 average cost of rental housing in Koreatown, Los Angeles is $2,691. The average size for a Los Angeles, CA apartment is 787 square feet, but this number varies greatly depending on apartment type. Studio apartments are the most affordable, while 1-bedroom apartments are closer to the average. Parking may require an additional fee.

Sources for average rental prices:
https://www.rentcafe.com/average-rent-market-trends/us/ca/los-angeles/

CI Campus: The surrounding area of the Angeles College's City of Industry campus also has many options available for apartment, condo, and house rentals. Housing prices can vary depending on size, amenities, age of building, street location, etc. The overall July 2024 average cost of rental housing in the City of Industry is $2,156. The average size for a City of Industry, CA apartment is 806 square feet, but this number varies greatly depending on apartment type. Studio apartments are the most affordable, while 1-bedroom apartments are closer to the average.

Sources for average rental prices: https://www.rentcafe.com/average-rent-market-trends/us/ca/industry/

10.8 Veterans Services

Angeles College cooperates with the Veterans Administration in helping veterans to obtain the education necessary to realize their academic and vocational goals. Angeles College has been approved for the training of veterans. Veterans are required to comply with Veteran Regulations Sections 21.4135, 21.4235 and 21.4277 in regard to required attendance and progress that the student-veteran must meet in order to receive educational benefits under Title 38, United States Code. The veteran has the responsibility to adhere to these standards of attendance and progress and to notify the Angeles College administration of any change in status that would affect the collecting of veteran's benefits.

If you served on Active Duty, you might be eligible for education benefits offered by the Department of Veterans Affairs. For example, the Post-9/11 GI Bill provides financial support for educational and housing expenses to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. If you are the spouse or child of a service member, you may be eligible for transfer of the service member's Post-9ll GI Bill benefits to you.

Although we work to ensure that VA regulations are complied with, we have no authority to determine whether you are eligible for a particular chapter of VA educational benefits. ONLY the VA can determine eligibility. If you feel you may be eligible for educational benefits you should submit an application. The Veterans Administration will review the application and determine if you have eligibility.

Veterans and Veteran Dependents are encouraged to take advantage of the counseling services and educational programs offered by Contact an Angeles College Student Service Counselor for more information regarding Veterans services.

U.S. Department of Veterans Affairs - Veterans Administration - https://www.va.gov/
Education and Training: https://www.benefits.va.gov/gibill/

10.9 Veterans and Eligible Persons Receiving Educational Benefits

Regarding PL 115-407 Section 103 and 104 Compliance: Title USC 3679 (e): Angeles College does not impose any penalty, including 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 while awaiting payments of VA funds under chapter 31 (Vocational Readiness and Employment benefits) and chapter 33 (Post-9/11 G. I Bill®).

Veterans can apply for Federal and State Student Aid in conjunction with VA benefits. Seeing a complete picture of aid options helps students make an informed decision on how to best utilize VA benefits as part of college financing.

VA benefits are taken into consideration for institutional aid eligibility but they do not impact a student's eligibility for Federal Student Aid. Students who choose to utilize their Post-9/11 GI Bill® benefits should still complete the FAFSA application as receiving VA benefits does not impact a student's eligibility for Federal Student Aid such as Federal Direct Loans and Pell Grants.

Veterans educational benefits are available to eligible full or part-time Angeles College students who are active duty or reserve military personnel, veterans, or in some cases, the dependent of a veteran. To determine eligibility, complete the online Application for VA Education Benefits – VA Form 22-1990 via https://benefits.va.gov/gibill/

Eligible students must submit a certificate of eligibility (COE), a written request to use such entitlement, and any additional information needed to certify enrollment. Student will continue have access to classes, libraries, and other institutional facilities as outlined in our catalog. No late fees will be assed and student's accounts will be considered on hold, up to 90 days. Title 38 USC 3679 (e).

Once you enroll in courses, Angeles College's School Certifying Officials (SCOs) will certify your enrollment to the VA no later than 30 days prior to the start of the quarter/term.

G. I Bill® is a registered trade mark of the U.S. Department of Veterans Affairs (VA). More information about educational benefits offered by VA is available at the official U.S government Web site at https://www.benefits.va.gov/gibill.

11. NON-DEGREE PROGRAM INFORMATION

For more program specific information, see Student Handbook.

The programs listed below are evaluated as Non-Degree granting programs (as defined by Articles 6, 7 and 9 of the California Private Postsecondary Education Act of 2009).

11.1 Medical Assistant (CI Campus only)

Weeks/Hours: 36weeks /900 hours (372 hours of lecture; 240 hours of lab; 288 hours of clinical externship)

Prerequisite: None
Credential(s) Awarded Upon Completion: Certificate
2020 CIP Code: 51.0801 (Medical/Clinical Assistant)
2018 SOC Code: 31-9092.00 (Medical Assistants)

Students are entitled to a list of the job classifications considered to be in the field of this educational program. To obtain this list, please ask an institutional representative or visit the links below and type in the job title or SOC code from the list of employment positions to look up more information:
https://www.bls.gov/soc/2018/
https://www.onetonline.org/find
http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx

Program Description

The Medical Assistant Program prepares multi-skilled healthcare professionals qualified to perform administrative and clinical duties and laboratory procedures. The program will be taught through lectures, laboratory and externship training at clinical sites.

Program Objectives

- Provide supportive environment that encourages student success in the classroom, the externship site and the job site.
- Use critical thinking to recognize, analyze and solve problems related to administrative, clinical and laboratory procedures.
- Understand policies and regulations related to carrying out administrative, clinical and laboratory duties.
- Help students to develop skills in communication, critical thinking, analysis, and problem-solving, leading to accurate decision-making.
- Demonstrate competency in the knowledge and skills required for entry-level in Medical Assisting practice.
- Prepare students to work in a variety of settings such as physician offices, clinics, hospitals, public agencies, and volunteer agencies.

- Display professionalism by projecting a positive attitude, working as a team member and showing initiative and responsibility.
- Practice in a legal and ethical manner.

Program Delivery

Residential and/or Synchronous Blended: Classroom and Clinical/Laboratory Instruction

Classroom/Theory Instruction may be delivered either as residential or synchronous blended. As a residential course, Angeles College will utilize traditional pedagogical methods of instruction in the physical classroom environment where a class of students is led by instructors within a scheduled structure of instruction and outside class work.

Clinical Instruction will be delivered as residential. During Clinical/Laboratory days, the students are pre-scheduled to perform their assigned module-appropriate skills checklist at the Campus Skills Laboratory. Clinical/Laboratory days are 100% in-person on campus instruction.

Synchronous Blended Delivery Expectations:

The instructors, staff and students will be oriented and trained to the instructional delivery platforms which include, but is not limited to: Zoom Meeting/Google Meet/Canvas Conference for the online lecture, participation and Q&A; CANVAS Learning Management System (LMS) for online course shells; Elsevier-Evolve and McGraw-Hill products and resources.

The Instructor has the responsibility of ensuring compliance with all program practices. The CANVAS LMS has built-in features for tabulation of grades as attendance, homework/activities, quizzes, tests and exams are completed and submitted within the due date to provide real-time feedback for students viewing their academic progress. The Program Director will monitor bi-weekly all the online activities, recorded grades and other academic policies as expected.

The institution will also invest more in technology and training to subsequently streamline the number of online platforms used to simplify the process and increase efficiency of the educational delivery to the students.

Synchronous Blended courses utilizes CANVAS LMS which allow students access 24 hours a day, seven days a week on all published course syllabus, lectures, activities, course documents, PowerPoints, announcements, class work, assignments LIRN Library and other course content while keeping the regularly scheduled Classroom/Theory and Clinical/Laboratory Instructions via live streaming (Zoom Meeting/Google Meet/Canvas Conference).

Essentially, instead of being in a physical classroom for the scheduled day and time, the students are in a virtual classroom for the same day and time. This allows the students much more flexibility,

especially as response to emergencies and pandemics, unexpected or natural, while maintaining a face-to-face contact with the instructor similar to a typical, traditional education. Although virtual, the same academic rigor comparable to residential courses will apply.

Any in-house assessments (quiz, test or exam) will be given through the above-mentioned platforms electronically with time limit and will be proctored online in real-time by the respective instructor(s) to maintain the integrity and accuracy of the assessment(s).

Synchronous Blended Delivery Requirements:

Each instructor (upon hiring) and student (upon admission) is provided an Angeles College email address that is unique to them. The email provider is Google Services, which enable the instructor and student to utilize all of Google's applications including Google Meet, Google Docs, Google Sheets, Google Slides, etc.

Angeles College also subscribed to CANVAS LMS. Each Instructor and Student are registered to this platform using their AC email address by logging into https://angelescollege.instructure.com.

Both Instructor and Student needs to have a computer (desktop or laptop) with a working video camera and microphone and a reliable internet connection. While on a virtual classroom, Instructors are responsible for making sure that the live video cameras are on for all student in class to verify attendance, observe uniform and enable class participation. Attendance Roll call is conducted when the class starts, after coming back from breaks and before ending the class. The same policy on Absence, Tardy, Code of Conduct, etc. are monitored in a Virtual Classroom.

The required textbooks and other materials currently being used in the residential courses have respective online resources available (Elsevier and McGraw-Hill) and are reading available for faculty use (after each Instructor registers for online access). In the students' version of available resources, they register online using the provided codes within their textbooks. Once registered, the students have access to all available online materials (PowerPoints, class activities, videos, practice tests, critical thinking skills, etc.)

Completion Requirements

A student must pass all examinations and course requirements with a final grade of a passing score.

At the completion of the program, the student will be able to:
- Perform pre-analytical procedures such as specimen collection
- Assist in processing of specimens
- Assist Doctors and Nurses with patient care services
- Perform injections safely with over 70% accuracy

- Safely assist in operating and maintaining diagnostic test equipment
- Demonstrate good understanding of standard and universal precautions
- Assist in minor surgical procedures

Course Description

Course Module/Title	Course Description	Contact Hours
MA 001 <u>**Anatomy & Physiology I**</u>	This course is the first part of the introductory course series in anatomy and physiology of the human body. Specifically, it will focus on these human body systems: skeletal, muscular, cardiovascular, lymphatic, immune, and respiratory systems. The course will also emphasize the diagnostic methods and treatments associated with some common diseases of these body systems. Counseling patients with self-screening methods, nutrition guidelines and proper use of pharmaceuticals will be addressed in according sections. In addition, the course will provide a basic knowledge of the different prefixes, combining forms, suffixes of medical terms that are associated with the above body system and medical specialties. By studying the basic structures of medical terminology, the students will be able to combine word elements and determine the meaning and the significance of complicated medical terms. The course will also focus on the spelling and pronunciation of these medical terms as well as recognition of accepted abbreviations used in hospitals and clinics. *Prerequisite None*	42 Theory 36 Lab
MA 002 <u>**Anatomy & Physiology II**</u>	This course is the second part of the introductory course series in anatomy and physiology of the human body. Specifically, it will focus on these human body systems: digestive, urinary, nervous, eyes and ears, integumentary, endocrine, and reproductive systems. The course will also emphasize the diagnostic methods and treatments associated with some common diseases of these body systems. Counseling patients with self-screening methods, nutrition guidelines and proper use of pharmaceuticals will be addressed in according sections. In addition, the course will provide a basic knowledge of different prefixes, combining forms, suffixes of medical terms that are associated with the above body systems and medical specialties. By studying the basic structures of medical terminology, the students will be able to combine word elements and determine the meaning and the	40 Theory 38 Lab

	significance of complicated medical terms. The course will also focus on the spelling and pronunciation of these medical terms as well as recognition of accepted abbreviations used in hospitals and clinics. *Prerequisite MA001*	
MA 003 <u>**Clinical Medical Assisting**</u>	This course will first introduce the students to the medical assistant profession including their general responsibilities and the types of establishment in which medical assistants work. Also emphasized are knowledge of members of a health care team and their specific roles. Students will learn of professionalism and behaviors that are necessary when working in professional capacity and benefits of being certified and credentialed medical assistants. Majority of this course is dedicated to prepare students to their roles and duties as the clinical medical assistant. It covers health care clinical settings and laboratory procedures. Medical assisting students will be trained in cognitive (knowledge), psychomotor (skills), and affective (behavior) domains to prepare them for entry-level positions normally available in a medical facility such as physicians', chiropractors', or podiatrists' offices and clinics. The course provides the MA students with entry-level theory and limited "hands-on" training in basic and routine clinical tasks thereby equipping the MA students with the competencies required to perform in clinical medical office capacity. The students will learn to perform various clinical procedures not limited to EKG, spirometry, audiometry, injections, and venipunctures. He/she will be able to prepare the patient for physical exams, assisting the physician with exams and procedures. The MA students will learn to assist physicians with minor in-office surgical procedures and as well as sterilizing and caring for medical/surgical instruments. *Prerequisite None*	60 Theory 72 Lab
MA 004 <u>**Medical Office Procedures**</u>	This course introduces the administrative duties of a medical assistant. The course will provide students with the knowledge, attitude, discipline and skills needed for employment in doctor's offices. Upon successful completion of the course, the students will be able to able to carry out all administrative duties required for entry-level positions in medical assisting. Integrated throughout the course are career	42 Theory 30 Lab

	preparation standards, which include communication skills, interpersonal skills, problem solving and other vital employability skills. Students will also learn about patient record management. Emphasis on overall front-office management such as collecting patient information, making insurance claims, scheduling appointments will be covered during this class. Additionally, the students will learn about human behaviors and relations as they relate to patients. Students will learn to deal with difficult situations and patients as well as dealing with patients who require special needs such as terminally ill patients. Students will also learn about different cultures and heritages as they apply to different patient demographics. *Prerequisite None*	
MA005 **Medical Insurance**	This class introduces the basics of today's health insurance. The students will learn about the terminology pertaining to health insurance. The students will also learn about the fundamentals of managed care, different types of health care plans, and the structure of insurance claims. There will be an emphasis on understanding today's health care trend and how it relates to health insurance system. This class also analyzes today's health care system from a consumer perspective as well from a practice perspective. *Prerequisite None*	48 Theory 0 Lab
MA 006 **Medical Billing and Coding**	The healthcare industry has been growing over the years and has thus become very complex in nature. The work of medical documentation and medical transactions has become a difficult task requiring accuracy and proficiency. It also requires use of common "language" called codes to be utilized so that all health care professionals (physicians, administrators, insurance companies, government, and research organizations) are able to communicate effectively. In addition to coding, the duties of medical biller/coder also entail the billing part of medical practice. This course will teach students essential knowledge of medical billing, insurance claims, and reimbursements. The students will learn to efficiently and accurately look up CPT and ICD-9 codes according to the current guidelines. The student will also gain the knowledge of current healthcare system structure and policies as well as government regulations. In the	60 Theory 36 Lab

	secondportion of the class, the students will learn, through simulated software program, actual process of electronic billing. The student willlearn principles of medical billing related to proper claim form preparation, submission, and payment processing, and the follow up process. This course also includes supervised lab instructions of simulation practice exercises (virtual lab).	
MA 007 __Electronic Health Record__	This course is designed to introduce the student to the basics of medical records management. This course provides the student with the opportunity to put administrative skills learned into practice in a simulated medical setting using electronic health care records (EHR) and allows the student to learn about EHR management practices. The course uses SimChart for the Medical Office which offers realistic, hands-on practice in all the necessary tasks required of a modern medical assistant — from clinical skills to front office (administrative) skills and practice management skills (billing, coding, and insurance). The course will cover the medical billing process, including the flow of information from preregistering patients through recording office visit transaction to collecting on overdue accounts, the role of information technology in medical offices, and discusses the HIPAA Security Rule and the HIPAA Transaction and Code Sets Rule as they relate to insurance claims. Types of electronic management systems will be explored along with their impact on various areas of the healthcare system. *Prerequisite None*	20 Theory 28 Lab
ENG 150 __Business Writing__	Introduction to various types of professional communication, both written and oral. Students practice skills in communication styles such as memos, email, research reports, proposals, presentations, and interviews. *Prerequisite None*	36 Theory 0 Lab
MA 008 __Employmen tPlanning__	In this class the students will learn to utilize resources such as the web, newspaper, and career centers to search for job opportunities after completion of the medical assistant degree course. They will learn to create proficient resumes and learn about job searching techniques. The students will also practice interviewing skills and learn about the most common mistakes of job seeking process. *Prerequisite None*	24 Theory 0 Lab

MA 009 Externship	This class provides supervised "real-life" clinical experiences in an affiliated medical office facility. Students will take on the duties of entry-level medical assistant under supervision of experienced medical assistants, RNs, MDs. This unpaid externship will be at various medical offices, and hours and shifts are set by the facility. This course is graded on a pass/fail basis. *Prerequisite MA001, MA002, MA003, MA004, MA005, MA006, MA007, ENG150, MA008*	288 Practicum
	Total Length: 36 weeks	**Total: 900 hours**

11.2 Nurse Assistant (CI Campus only)

<u>Weeks/Hours</u>: 8 weeks / 164 hours (61 hours of lecture; 103 hours of lab/clinical)

Prerequisite: None

Credential(s) Awarded Upon Completion: Certificate

2020 CIP Code: 51.3902 (Nursing Assistant/Aide and Patient Care Assistant/Aide) 2018 SOC Code: 31-1131 (Nursing Assistants)

Students are entitled to a list of the job classifications considered to be in the field of this educational program. To obtain this list, please ask an institutional representative or visit the links below and type in the job title or SOC code from the list of employment positions to look up more information: https://www.bls.gov/soc/2018/

https://www.onetonline.org/find
http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx

Program Description

This program prepares the student to function as an entry-level worker on a healthcare team. Focus will be on preparing the student to provide direct care to the patient/resident; promote comfort measures; and collect, record and report data to licensed personnel. Principles of critical thinking, team membership, ethics, caring, communications and cultural sensitivity are integrated throughout the program. The program includes classroom, laboratory and clinical care experiences.

Program Objectives/Goals

- Prepare a competent, nurse assistant to function effectively in acute, long-term care, and ambulatory settings;
- Provide a collaborative learning environment in which the student will develop and apply principles of systematic reasoning through critical thinking;
- Guide the learner in the continuing process of personal and professional growth;
- Function in the delivery of care to clients;
- Communicate with clients, client families and members of the healthcare team;
- Perform nursing skills applying critical thinking;
- Integrate ethical, professional and legal responsibility and accountability into actions and decisions;
- Assume responsibility for personal and professional growth; and
- Sit for the State certification exam to become a Certified Nursing Assistant (CNA).

Program Delivery

Residential: Classroom, Skills lab, and Clinical Instruction
Completion Requirements

A student must pass all examinations and course requirements with a final grade of a passing score.

At the completion of the program, the student will be able to:
- Function in the delivery of care to clients
- Communicate with clients, client families and members of the healthcare team
- Perform nursing skills applying critical thinking
- Integrate ethical, professional and legal responsibility and accountability into actions and decisions
- Assume responsibility for personal and professional growth
- Sit for the State certification board exam (Certified Nursing Assistant – CNA)

Course Description

Module/Title	Description	NA110	NA120
Introduction	This course introduces the student to California code of Regulations, Division 5, Title 22, which regulates health care facilities, and to introduce the roles and responsibilities of the CNA, including requirements for CNA certification, professionalism, ethics, and confidentiality.	2 Theory	0 Lab 1 Clinical
Patient Rights	This course introduces the CNA to patient/resident rights. The fundamental principle behind resident rights is that each resident is a member of a family and society as a whole and must be cared for in a manner that protects their rights and meets the individual family, psychosocial and spiritual needs in a long-term care setting. These rights are protected by federal and state regulations.	3 Theory	0 Lab 1 Clinical
Interpersonal Skills	This course introduces the concepts and skills required for the CNA to communicate effectively and interact appropriately with residents, residents' families and guest, and other members of the health care team.	2 Theory	0 Lab 0 Clinical

Prevention Management of Catastrophe & Unusual Occurrence	This course introduces the student to the concepts and procedures related to the resident's safety and environmental emergency issues are presented. The CNA's role in creating a safe environment for the resident is discussed.	1 Theory	0 Lab 1 Clinical
Body Mechanics	This course provides students with an understanding of efficient and proper use of the body in performing tasks related to the role of the CNA. Students will understand the principles of positioning and transporting residents and will implement these principles when providing resident care.	2 Theory	0 Lab 4 Clinical
Medical & Surgical Asepsis	This course presents information about asepsis and the control of infection. Procedures and precautions to protect residents, health care workers and others from infection are presented, including standard precautions, transmission-based precautions and biohazardous waste management.	2 Theory	0 Lab 8 Clinical
Weights & Measures	This course introduces a common system of measurement used by the CNA.	1 Theory	0 Lab 1 Clinical
Patient Care Skills	This course teaches the students skills needed to support and/or assist the resident in the areas of personal hygiene, an area of activities of daily living, and elimination. Personal hygiene or personal care is generally performed independently. The CNA should assist with or perform personal care only when residents are unable to perform a skill for themselves. Other activities included in this module are use of prosthetic devices, bowel and bladder retraining, and weighing and measuring height of the resident.	14 Theory	9 Lab 33 Clinical
Patient Care Procedures	This course provides learning experiences that will prepare the CNA to safely carry out procedures that support the resident in meeting physical care needs	7 Theory	0 Lab 20 Clinical

that cannot be performed independently.

Vital Signs	This course prepares students to know How, When and Why vital signs are taken and how to report and chart these procedures. Students will learn the correct procedure for measuring temperature, pulse, respirations, and blood pressure. They will learn to recognize and report normal and abnormal findings.	3 Theory	0 Lab 6 Clinical
Nutrition	This course prepares students to examine the body's need for food and the effect of food on the body. This module includes the basic food groups, nutrients, and common therapeutic diets as well as assisting the resident to meet nutrition and hydration needs.	2 Theory	0 Lab 6 Clinical
Emergency Procedures	This course introduces the students to the concepts and procedures related to emergency procedures, signs and symptoms of distress, and the role of the CNA in Long Term Care (LTC) in the response to immediate and temporary intervention in emergency situations.	2 Theory	0 Lab 1 Clinical
Long-Term Resident Care	This course introduces the students to the basic structure of the body and to review the effect of aging on body structure and function. Common physical and psychological conditions found in elderly patients are presented along with approaches to care. Community resources commonly available to assist elderly patients with their psychological, recreational, and social needs are presented.	5 Theory	4 Lab 0 Clinical
Rehabilitative Nursing	This course introduces the CNA to restorative care. Each individual is entitled to reach his/her optimal level of functioning. The CNA assists the resident in achieving maximum independent living skills through use of rehabilitative or restorative procedures.	3 Theory	0 Lab 4 Clinical

Observation & Charting	This course prepares students to know how, when and why to use objective and subjective observation skills. They will report and record observations on appropriate documents using medical terms and abbreviations.	4 Theory	0 Lab 4 Clinical
Death & Dying	This course introduces students to the various stages of the grieving process and physical signs of approaching death. This unit introduces death as a normal stage of life. The health care provider must recognize the physical, psychological, and spiritual needs of the resident during this period to understand coping mechanisms and provide support to the resident and family members.	2 Theory	0 Lab 0 Clinical
Abuse	This module provides an overall knowledge and training in recognizing different possibilities of abuses to the vulnerable population. It tackles recognizing, preventing and steps to reporting suspicions and/or instances of resident abuse.	6 Theory	0 Lab 0 Clinical
Total		**61 hours**	**103 hours**

11.3 Vocational Nursing (LA & CI Campus)

Weeks/Hours: 52 weeks (Daytime), 72 weeks (Weekends) / Total of 1,800 clock hours

Prerequisite: None

Credential(s) Awarded Upon Completion: Certificate

2020 CIP Code: 51.3901 (Licensed Practical/Vocational Nurse Training)
2018 SOC Code: 29.2060 or 29.2061 (Licensed Practical and Licensed Vocational Nurses)

Students are entitled to a list of the job classifications considered to be in the field of this educational program. To obtain this list, please ask an institutional representative or visit the links below and type in the job title or SOC code from the list of employment positions to look up more information:
https://www.bls.gov/soc/2018/
https://www.onetonline.org/find
http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx

Program Description

This program requires 52 full-time and 72 part-time weeks of attendance days. Students will learn proper patient care, medical terminology, medication administration, body systems, body growth and development, patient care assessment and nursing procedures. Upon successful completion of the program, graduates will be eligible to apply for and take the NCLEX-PN. Successfully passing the NCLEX-PN leads directly to licensure.

Program Objectives/Goals

- Prepare students to meet basic standards in quality Vocational Nursing;
- Prepare to deliver quality nursing care and function successfully in the health care system in both the long term, acute care and outpatient care environments;
- Prepare students to help meet the current demand for health care providers;
- Prepare students to pass the NCLEX-PN;
- Prepare students to obtain a Vocational Nursing education and become gainfully employed;

Program Delivery

Residential and/or Synchronous Blended: Classroom/Theory, Skills lab and Clinical Instruction
Classroom/Theory Instruction may be delivered either as residential or synchronous blended. As a residential course, Angeles College will utilize traditional pedagogical methods of instruction in the physical classroom environment where a class of students is led by instructors within a scheduled structure of instruction and outside class work.

Skills Lab and Clinical Instruction may be delivered either as residential or synchronous blended. During Skills Lab or Clinical days, the students are pre-scheduled to perform their assigned term-appropriate skills checklist, either on the Campus Skills Laboratory or an affiliate Clinical facility (Residential) or live feed via Zoom Meeting/Google Meet/Canvas Conference (Synchronous Blended) The instructor may judiciously critique the students and be asked to repeat the process for a successful retry. For the latter delivery, once the Instructor deems the student competent, he/she will be scheduled to appear on Campus Skills Lab to perform final Return Demonstration to show skills competency. May also submit video clips of demo. Clinical days may be 100% live or 50% live and 50% Skills Lab.

Synchronous Blended Delivery Expectations:

The instructors, staff and students will be oriented and trained to the instructional delivery platforms which include, but is not limited to: Zoom Meeting/Google Meet/Canvas Conference for the online lecture, participation and Q&A; CANVAS Learning Management System (LMS) for online course shells; Elsevier-Evolve products and resources; and ATI platform for practice and proctored exams and NCLEX-preparation courses.

The Lead Instructor has the responsibility of ensuring compliance with all program practices. The CANVAS LMS has built-in features for tabulation of grades as attendance, homework/activities, quizzes, tests and exams are completed and submitted within the due date to provide real-time feedback for students viewing their academic progress. The Program Director will monitor bi-weekly all the online activities, recorded grades and other academic policies as expected.

The institution will also invest more in technology and training to subsequently streamline the number of online platforms used to simplify the process and increase efficiency of the educational delivery to the students.

Synchronous Blended courses utilizes CANVAS LMS which allow students access 24 hours a day, seven days a week on all published course syllabus, lectures, activities, course documents, PowerPoints, announcements, class work, assignments LIRN Library and other course content while keeping the regularly scheduled Classroom/Theory, Skills Lab and Clinical Instructions via live streaming (Zoom Meeting/Google Meet/Canvas Conference).

Essentially, instead of being in a physical classroom for the scheduled day and time, the students are in a virtual classroom for the same day and time. This allows the students much more flexibility, especially as response to emergencies and pandemics, unexpected or natural, while maintaining a face-to-face contact with the instructor similar to a typical, traditional education. Although virtual, the same academic rigor comparable to residential courses will apply.

Any in-house assessments (quiz, test or exam) will be given through the above-mentioned platforms

electronically with time limit and will be proctored online in real-time by the respective instructor(s) or using the Proctorio application for the ATI proctored assessments to maintain the integrity and accuracy of the assessment(s).

Synchronous Blended Delivery Requirements:

Each instructor (upon hiring) and student (upon admission) is provided an Angeles College email address that is unique to them. The email provider is Google Services, which enable the instructor and student to utilize all of Google's applications including Google Meet, Google Docs, Google Sheets, Google Slides, etc.

Angeles College also subscribed to CANVAS LMS. Each Instructor and Student are registered to this platform using their AC email address by logging into https://angelescollege.instructure.com.

Both Instructor and Student needs to have a computer (desktop or laptop) with a working video camera and microphone and a reliable internet connection. While on a virtual classroom, Instructors are responsible for making sure that the live video cameras are on for all student in class to verify attendance, observe uniform and enable class participation. Attendance Roll call is conducted when the class starts, after coming back from breaks and before ending the class. The same policy on Absence, Tardy, Code of Conduct, etc. are monitored in a Virtual Classroom.

The required textbooks and other materials currently being used in the residential courses have respective online resources available (Elsevier and ATI) and are reading available for faculty use (after each Instructor registers for online access). In the students' version of available resources, they register online using the provided codes within their textbooks. Once registered, the students have access to all available online materials (PowerPoints, class activities, videos, practice tests, critical thinking skills, etc.)

Completion Requirements

- A student must pass all examinations and course requirements with a final grade of a passing score.
- A student must attend mandatory review course after successful completion of required hours and passing grades for the program. Successful completion of a review course is required for program completion.
- A student must pass an exit exam in order to be considered graduate.

At the completion of the program, the student will be able to:

- Function in the delivery of care to clients
- Communicate with clients, client families, and members of the healthcare team
- Perform nursing skills applying critical thinking

- Integrate ethical, professional, legal responsibility and accountability into actions and decisions
- Assume responsibility for personal and professional growth
- Eligible to apply for and take the board exam. Upon successful passing the board exam, the graduates will apply for certificate by the California Bureau of Vocational Nursing & Psychiatric Technicians

Course Description

Term	Course Title / Pre-Requisites	Course Description	Hours
Term 1	VN110 (Theory) VN110C (Clinical) **Fundamentals of Nursing (FON)** Pre-requisite(s): None	Fundamentals of Nursing is the very foundation of all nursing avenues. Our curriculum has a unifying theme based on the works of Dr. Abraham Maslow's The Hierarchy of Human Needs. This foundation is carefully organized into units with lesson plans closely tied in with the California Department of Public Health requirement under Title 22 regulations and the nursing assistant training program (NATP). Integrated into this course are the organizing principles of caring, critical thinking, problem- solving, team building, medical terminologies, ethics and legal aspects of nursing, cultural sensitivity, nursing process, patient education, as well as end-of- life care and post-mortem care. Additionally, subjects and topics included are CPR, Airway Obstruction (Heimlich Maneuver), care for patient in shock, victims of poison, bleeding and hemorrhaging, drugs, and alcohol emergencies, and Thermal and Cold Emergencies. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	114 Theory 96 Skills Lab 168 Clinical
Term 1	AP120 (Theory) **Anatomy and Physiology** Pre-requisite(s): None	The term 1 course regarding structures and functions deal with two very distinct and yet interrelated sciences: **Anatomy** and **Physiology.** As a science, anatomy is often defined as the study of the structure of an organism and the relationships of its parts. Anatomists learn about the structure of the human body by cutting it apart – dissection, a principal technique used to isolate and study the structural components or parts of the human body. **Physiology,** on the other hand, is the study of the functions of living organisms and their parts. Physiologists use scientific experimentation to tease out how each activity of the body works, how it is regulated, and how it fits into the complex, coordinated operation of the whole human organism.	60 Theory 0 Skills Lab 0 Clinical

Term 1	VNR10 (Theory) **Rehabilitation Nursing** Pre-requisite(s): None	The Rehabilitation Nursing's underlying philosophy is "to focus on abilities rather than disabilities, to continually make the most of the abilities that remain intact." This integrated course further expands the concept introduced in Fundamentals of Nursing. In Rehabilitation Nursing, every aspect of the patient's needs, and care are assessed and addressed thereby illustrating a holistic nursing approach. These concepts are used throughout the continuum of care and across the lifespan of the patient. It is defined as the process of outcome-focused patient care delivered by an interdisciplinary team of highly trained professionals with the goal of restoring the patient to the fullest physical, mental, social, vocational, and economic capacity of which s/he is capable. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	(12) Theory 0 Skills Lab 0 Clinical
Term 1	PHRM1 (Theory) **Pharmacology 1-Basic Med-Math** Pre-requisite(s): None	This term introduces the beginner student to Pharmacology 1 (Basic Med-Math). This course shall provide a review on mathematics and dosage calculations at the same time learning the commonly used Metric system, Apothecary and Household Units of measures. One of the many nurse's roles is to accurately calculate drug dosages to administer medications safely to each patient. Several topics in the Principles of Mathematics are also reviewed such as fractions, decimals, percentages, ratios and more specifically calculation of medication. Additionally, mastering the Principles and Practice of Medication Administration are discussed including but not limited to routes of medication administration and accurately transcribing medication orders given verbally or via telephone. The course will explain how the nurse incorporate this knowledge using the Nursing Process and providing Patient-Education. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	12 Theory 0 Skills Lab 0 Clinical
Term 1	VNRV1 (Theory) **Term Review 1**	As the 1st part of the 4-term review series, this course called Term Review 1 is designed to capture the highlights of the materials learned throughout the term. The objectives are integrating knowledge and skills gained from the topics discussed in fundamentals of nursing, anatomy and physiology, and the med-math part of pharmacology-1 and	(10) Theory 0 Skills Lab 0 Clinical

	Pre-requisite(s): None	other required subjects. Materials from the required textbook(s), important review contents from ATItesting.com and its available review books, the NCLEX-PN types of questions to include but not limited to innovative types are all incorporated into this review course. The beginnings of NCLEX style test-taking strategies are also introduced. The focus is to introduce students to the beginnings of the NCLEX world, review materials needing clarifications, prepare each student to progress to the next term and ultimately complete the entire program, and be successful at passing the NCLEX-PN State Board exam. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	
Term 2	VN210 (Theory) VN210C (Clinical **Medical-Surgical Nursing I**	As the major focus of this term, **Medical-Surgical Nursing-I** is a combination theory and clinical course geared to provide a solid introduction to the students learning the head-to-toe client-data gathering, asepsis, elements of infection and its processes, causes of diseases, basic drugs and interventions, and nursing considerations. Furthermore, specific topics to be discussed in this course are **Cardiovascular System and Disorders, Respiratory System and Disorders, Endocrine System and Disorders, Blood and Lymph Systems and Disorders, and Immune System Disorders, and HIV/AIDS disease.** Cancer patient and nursing care related to Cancer is explained and discussed to include Nutritional needs and Patient Education, Nursing Process, Ethical Issues, Culturally Congruent Care and Critical Thinking Skills are emphasized. Relevant to these disorders are topics related to medication interventions for which students are provided with ample time for skills lab practice in **drug administrations, classifications,** and **calculations** and provide **patient teaching/education**. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	114 Theory 24 Skills Lab 264 Clinical
	Pre-requisite(s): Anatomy & Physiology, Fundamentals of Nursing, Pharmacology 1, Term Review 1		
Term 2	PHRM2 (Theory) **Pharmacology 2**	The Pharmacology-2 course provides the student the basic knowledge of pharmacological interventions that focuses on calculations of dosages, application of knowledge related to drug classifications, use, actions, side-effects, adverse reactions, contraindications, and nursing considerations. This course is structured so that the students will learn to apply their	24 Theory 0 Skills Lab 0 Clinical

	Pre-requisite(s): Anatomy & Physiology, Fundamentals of Nursing, Pharmacology 1, Term Review 1	knowledge in drug interventions and other pharmaceutical approaches as well as complementary and alternative therapies i.e., herbal etc. Moreover, this course tackles medications, its use as interventions, side-effects, adverse reactions, nursing considerations or implications related to the medical-surgical nursing-I diseases **(cardiovascular, respiratory, endocrine, blood, lymph immune, HIV/AIDS and Cancer)**. Cancer patient and nursing care related to Cancer is explained and discussed to include Nutritional needs and Patient Education, Nursing Process, Ethical Issues, Culturally Congruent Care and Critical Thinking Skills are emphasized. Relevant to these disorders are topics related to medication interventions for which students are provided with ample time for skills lab practice in **drug administrations, classifications,** and **calculations** and provide **patient teaching/education**. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	
Term 2	PSY10 (Theory) **Psychology – Mental Health Nursing** Pre-requisite(s): Anatomy & Physiology, Fundamentals of Nursing, Pharmacology 1, Term Review 1	The Psychology – Mental Health Nursing course emphasizes nursing care of the client with mental health issues and help or assist family in achieving satisfactory and productive ways of coping with their daily living and life-style changes. This course includes discussion on eating disorders, alcoholism, drug addiction, anxiety, defense mechanisms, major mental disorders, communication skills and communication with patient who have psychiatric issues or diseases as well as providing the appropriate and topic-related **patient teaching/ education.** The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	24 Theory 0 Skills Lab 0 Clinical
Term 2	VNRV2 (Theory) **Term Review 2**	As the second part of the 4-review series, this course is designed to capture the highlights of the materials learned throughout term 2. The objectives are integrating knowledge and skills gained from the topics discussed in medical-surgical nursing-I with the corresponding pharmacology-2 medication topics, and psychology dealing with mental health nursing. Materials	(10) Theory 0 Skills Lab 0 Clinical

	Pre-requisite(s): Anatomy & Physiology, Fundamentals of Nursing, Pharmacology 1, Term Review 1	from the required textbook(s), important review contents from www.ATItesting.com and its review books, and NCLEX-PN types of questions including those innovative ones are all incorporated into this review course. The primary focus is to prepare students to successfully pass the term, progress to the next level/term and at the end of the program, successfully pass the NCLEX-PN State Board exam. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	
Term 3	VN315 (Theory) VN315C (Clinical) **Medical-Surgical Nursing II**	As the major focus of this term, **Medical-Surgical Nursing-II** is a combination theory and clinical course geared to provide an advancing knowledge and skills of the students learning the head-to-toe client-data gathering, asepsis, elements of infection and its processes, causes of diseases, basic drugs and interventions, and nursing considerations. Specific topics to be discussed in this course are **Integumentary System and Disorders, Care of Pre/Post-Operative Patient, Gastrointestinal System and Disorders, Urinary System and Disorders, Gallbladder, Liver and Biliary diseases.** The nutritional needs and patient education are tackled further in this term such as nursing process, ethical issues, culturally congruent care, and critical thinking are emphasized as well. Nutrition and metabolism, Growth and development are integrated in this term. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	96 Theory 8 Skills Lab 188 Clinical
	Pre-requisite(s): Psychology (Mental Health Nursing), Medical-Surgical Nursing I, Pharmacology 2, Term Review 2		
Term 3	PHRM3 (Theory) **Pharmacology 3**	The Pharmacology-3 course provides the student the integrated knowledge of medication interventions related to the diseases discussed in their medical-surgical-nursing-II (M/S-II) course – **integumentary disorders, pre-post-operative patient**	20 Theory 0 Skills Lab 0 Clinical

	Pre-requisite(s): Psychology (Mental Health Nursing), Medical-Surgical Nursing I, Pharmacology 2, Term Review 2	**care, gastrointestinal, urinary gallbladder, liver, and biliary diseases;** that focuses on calculations of dosages, application of knowledge related to drug classifications, use, actions, side-effects, adverse reactions, contraindications, and nursing considerations. This course is structured so that the students will learn to apply their knowledge in drug interventions and other pharmaceutical approaches as well as complementary and alternative therapies i.e., herbal etc. Relevant to the disorders discussed in M/S-II are topics related to drug interventions for which students are provided with ample time for skills lab practice in **drug administrations, classifications,** and **calculations** and teach basic information on Intravenous (IV) therapy choices and giving appropriate and topic- related **patient teaching/ education**. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	
Term 3	VN320 (Theory) VN320C (Clinical) **Maternity Nursing** Pre-requisite(s): Psychology (Mental Health Nursing), Medical-Surgical Nursing I, Pharmacology 2, Term Review 2	The Maternity Nursing course is a comprehensive approach in learning the topics from health promotion, pregnancy, care of the mother and newborn, care of the high-risk mother, newborn, and family with special needs, as well as health promotion for the infant, child, and adolescent. Included in the course is learning the childbearing process from pregnancy through birth and the postpartum period. Contents reviews normal pregnancy and stresses the high-risk client within each phase of pregnancy. The student is provided the knowledge necessary to utilize the nursing process in the care of female clients with reproductive system disorders, normal pregnancy, and high-risk pregnancy. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	20 Theory 8 Skills Lab 32 Clinical
Term 3	VN325 (Theory) VN325C (Clinical) **Pediatric Nursing**	The Pediatric Nursing course is an integrative approach in learning the topics from health promotion starting at infancy, childhood, and all the way to adolescent. The basic pediatric nursing care is discussed at length and even more specifically the care for children with physical and/or cognitive disorders. Part of the design is to gain knowledge through the integration	38 Theory 8 Skills Lab 32 Clinical

	Pre-requisite(s): Psychology (Mental Health Nursing), Medical-Surgical Nursing I, Pharmacology 2, Term Review 2	of the growth and development course with emphases on common childhood diseases and disorders, treatments and pharmacological agents and the use of the nursing process in the care of the ill-child from infancy through adolescence. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	
Term 3	VNRV3 (Theory) **Term Review 3** Pre-requisite(s): Psychology (Mental Health Nursing), Medical-Surgical Nursing I, Pharmacology 2, Term Review 2	As the third part of the 4-review series, this course is designed to capture the highlights of the materials learned throughout term 3. The objectives are integrating knowledge and skills gained from the topics discussed in medical-surgical nursing-I with the corresponding pharmacology-2, and psychology dealing with mental health nursing. Materials from the required textbook(s), important review contents from ATItesting.com and its review books, and NCLEX-PN types of questions including those innovative ones are all incorporated into this review course. The primary focus is to prepare students to successfully pass the term, progress to the next level/term and at the end of the program, successfully pass the NCLEX-PN State Board exam. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	(10) Theory 0 Skills Lab 0 Clinical
Term 4	VN420 (Theory) VN420C (Clinical) **Medical-Surgical Nursing III** Pre-requisite(s): Medical-Surgical Nursing II, Pharmacology 3, Maternity Nursing, Pediatric Nursing, Term Review 3	The Medical-Surgical Nursing-III is a combination theory and clinical course that is geared towards further developing the student's knowledge and skills competencies related to head-to-toe assessment, gathering health/medical histories, and care of patients with different diseases (multi-system issues) that affect various body systems. Moreover, the student learns to incorporate the nursing process in the care of these patients. This term's M/S-III focuses on the following disorders: **Nervous, Sensory, Musculoskeletal, Reproductive Systems and Disorders.** Health-Wellness and Prevention through Nutrition, and thorough discussion and incorporation of the nursing process and providing patient education and family teaching related to the diseases discussed. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	72 Theory 16 Skills Lab 250 Clinical

Term 4	PHRM4 (Theory) **Pharmacology 4** Pre-requisite(s): Medical-Surgical Nursing II, Pharmacology 3, Maternity Nursing, Pediatric Nursing, Term Review 3	The Pharmacology-IV course provides integrated knowledge of pharmacological interventions that focuses on calculations of dosages, application of knowledge related to drug classifications, use, actions, side-effects, adverse reactions, contraindications, and nursing considerations. This course is structured so that the students will learn to apply their knowledge in drug interventions and other pharmaceutical approaches as well as complementary and alternative therapies i.e., herbal etc. in relation to the medical-surgical nursing-III disorders – **Nervous, Sensory, Musculoskeletal, Reproductive** systems. Relevant to the disorders previously discussed are topics related to drug interventions for which students are provided with ample time for skills lab practice in **drug administrations, classifications, etc.** and **calculations** and some topic-related **patient teaching / education**. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	20 Theory 0 Skills Lab 0 Clinical
Term 4	VNL10 (Theory) **Leadership and Supervision** Pre-requisite(s): Medical-Surgical Nursing II, Pharmacology 3, Maternity Nursing, Pediatric Nursing, Term Review 3	The course explores concepts of leadership and management through examination of various leadership and management theories, application of the ethical and legal principles, organizational and resource management styles, and meeting consumer needs and delegation of nursing care. This course will emphasize the use of critical thinking skills in the leadership / manager role and helps the student to become an efficient nurse leader or supervisor. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions.	18 Theory 0 Skills Lab (36) Clinical
Term 4	VNRV4 Term Review 4 Pre-requisite(s):	As the last part of the 4-term review series, this course is designed to capture the highlights of the materials learned throughout the program (terms 1- 4). The objectives are integrating knowledge and skills gained from the topics discussed in fundamentals of nursing, medical-surgical nursing-I- III with the corresponding pharmacology1-4, leadership and supervision, and other courses / subjects. Materials from the required textbook(s), including important review contents from www.ATItesting.com and its available supplemental review books, and NCLEX-PN types of questions including those innovative ones are all incorporated into this review course. The focus is to prepare students to	74 Theory 0 Skills Lab 0 Clinical

	Medical-Surgical Nursing II, Pharmacology 3, Maternity Nursing, Pediatric Nursing, Term Review 3	successfully pass the term, progress to the next and at the end of the program, be successful at passing the NCLEX-PN State Board exam. The introduction of the Next Generation NCLEX-PN (NGN) examination is integrated into this course. This NGN asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses, and institutions. During the Virtual-ATI NCLEX review. all the students are required to complete a pre-graduation review, including completion of the NCLEX Strategies, Fundamentals of Nursing, Pharmacology 1-4, and the Medical-Surgical I-III.	
Total	**Total Theory & Review Hours: 706** **Total Clinical/Skills Lab Hours: 1094**		**1800 Hours**

12.DEGREE PROGRAM INFORMATION

For more program specific information, see Student Handbook.

The programs listed below are evaluated as Degree-granting programs (as defined by Articles 6, 7, and 9 of the California Private Postsecondary Education Act of 2009). Our college offers Undergraduate educational degree programs in credit hours that are considered a GE program; the clock-to-credit conversion applies to all degree programs. For purposes of calculating financial aid (Title IV funds), the number of credit hours using the Department of Education Default Option are different from the number of credit hours determined by our accreditation body. Outside hours listed along with degree programs are included but are not counted towards total regular hours.

12.1 Bachelor of Science in Nursing (RN-BSN)* - Residential; Blended (LA Campus)

ANGELES COLLEGE MISSION STATEMENT

Angeles College is committed to the educational preparation of its socially diverse community which it serves by creating a learner-centered environment that enables graduates to contribute to society through the application of problem-solving, critical thinking, and a deep knowledge of their respective discipline.

ANGELES COLLEGE VISION STATEMENT

Angeles College strives to become a center of academic excellence by providing educational programs that are learner-centered, interpersonally supportive, engaging, innovative, success-oriented, and technologically responsive to a rapidly changing student population, educational milieu, business environment, and to an increasingly global community.

ANGELES COLLEGE INSTITUTIONAL LEARNING OUTCOMES

Upon completion of an Angeles College Program, graduates will be equipped to implement the following Institutional Learning Outcomes:

1. Master the knowledge, skills, and attitudes of a discipline
2. Apply critical thinking and professional judgment skills in both problem analysis, and planning and implementing solutions
3. Communicate effectively both orally and in writing, and through use of technological media
4. Exhibit the highest ethical and professional standards and integrity
5. Function collaboratively as members of interdisciplinary teams
6. Contribute to continuous quality improvement efforts
7. Use information literacy skills necessary to support continuous, lifelong learning

8. Appreciate cultural differences and values in order to serve their communities as responsible professionals in a diverse society.

NURSING MISSION STATEMENT

The mission of the nursing program is to create a learner-centered environment that supports the education of students who will improve human health and the U.S. healthcare delivery system through application of critical thinking to a deep knowledge of nursing theory and practice.

NURSING VISION STATEMENT

The vision of the nursing department is to become a center of nursing academic excellence through nursing education that is learner-centered, interpersonally supportive, engaging, innovative, success-oriented, and technologically responsive to a rapidly changing student population and health care delivery system.

NURSING PHILOSOPHY

We believe that the purpose of nursing education is to prepare the next generation of nurses who have the knowledge, skills and attitudes necessary to continuously improve the quality, safety, and effectiveness of nursing practice, which may focus on patient and family care, population health, nursing research, nursing education, or management of systems of care. Nursing knowledge, skills, and attitudes advance from simple to complex as students' progress through different levels of nursing education and become self-directed lifelong learners.

Knowledge, skills, and attitudes are the foundation upon which nursing judgment develops. Knowledge is defined as the integration of data and information into an organized cognitive structure which allows the nurse to understand the meaning of data and information. Study of best evidence populates the cognitive structure with tested facts, processes, and protocols. Through application of knowledge, critical thinking and nursing judgment, the nurse understands nursing phenomena, makes wise decisions that improve the health of individuals, families, communities and populations. The fundamental structure of nursing education is designed to develop nursing knowledge and clinical judgment through formal and informal learning experiences.

Nursing skills include the cognitive, psychomotor and affective competencies required to use professional, clinical judgment to assess patients, to select and apply nursing interventions designed to produce desired patient care outcomes, and to continuously evaluate the outcomes of nursing services. Attitude is defined as the student's mental outlook in regards to the self as a professional nurse, and what that means for how the nurse conducts the self personally and professionally. Attitude leads to the development of professional identity and values, which informs the nurse's professional conduct. The development of professional identity involves personal reflection upon

the standards and ethics of nursing practice. Attitude shapes the student's disposition toward patients, colleagues, and the self as a nurse. The key attitude of nursing is caring toward other people. Caring is demonstrated through the nurse's compassion, respect for all persons, value for diversity, maintenance of competence through lifelong learning, and unwavering commitment to the quality and safety of patient care.

Nursing judgment is the outcome of applied, critical thinking skills to nursing practice. Nurses employ specialized knowledge and skills to provide evidence-based, culturally competent care in their efforts to improve the health of individuals, families, communities and populations. Nursing judgment and professional identity are enhanced through concepts of adult centered learning principles. As adult learners, nursing students are responsible for their own learning and incorporate self-directed activities relevant to practice oriented situations.

Educators facilitate student learning by functioning as partners, role models, coaches, and mentors of students in their discovery of new knowledge. Nursing educators assist the student to use study skills, prior life experience, and practical clinical learning to understand the nursing theory they are learning to develop their nursing knowledge, skills, and attitudes. Faculty members foster a spirit of inquiry by promoting personal reflection and incorporating the principles of evidence-based practice as students work to attain excellence in nursing practice.

RN-BSN PROGRAM LEARNING OUTCOMES

1. Use concepts of health, disease, and prevention across the lifespan to provide safe, compassionate, culturally competent, patient-centered nursing services to diverse individuals, families, communities, and populations.
2. Apply best evidence for nursing practice to lead collaborative teams in achieving desired outcomes.
3. Use information, healthcare technologies, and nursing judgment to lead in the continuous improvement in the quality, safety, and effectiveness of nursing care.
4. Use concepts of healthcare policy, critical thinking, and knowledge of finance to influence policy decisions.
5. Effectively communicate and collaborate with patients, staff, and interdisciplinary teams.
6. Develop a professional nursing identity that incorporates nursing standards and regulations, ethical decision-making, and the core nursing values of caring, patient advocacy and lifelong learning.

NURSING ORGANIZING CONCEPTS

Caring

> The essence of nursing is caring, defined as an interpersonal relationship characterized by a view of the patient as a holistic being, by unconditional acceptance of the patient, and by respect and positive regard for the patient. The caring relationship has the purpose of

improving the wellbeing of the patient through the nurse's therapeutic use of self. Caring forms the basis for development of therapeutic relationships with patients and is integral to the science and art of nursing.

Patient-Centered Care

Nurses develop therapeutic relationships that recognize the patient (individuals, families, or communities) as the source of control in the relationship. In patient centered care, nurses partner with patients to provide culturally competent, holistic, compassionate care grounded in respect for the patient's preferences, values, and needs.

Safety and Quality of Care

Nurses deliver care consistent with current best evidence in a way that minimizes the risk of harm to persons and increases the likelihood that desired health outcomes will be attained.

Nursing Judgment

Nursing judgment involves the application of critical thinking to nursing knowledge to make decisions about nursing diagnoses and the plan of care to achieve desired outcomes. Nurses use the nursing process make clinical judgments in order to deliver caring, competent, safe and high-quality nursing services.

Collaborative Care

Collaborative care is defined as the nurse's participation as an integral member of an interdisciplinary healthcare team, which includes the patient/family. In order for the team to function effectively, nurses foster open communication, mutual respect, and shared decision making to achieve quality patient care.

Professional Identity

Professional identity is the end product of a developmental process through which nursing students integrate their roles as care-givers, clinicians, patient advocates, health educators, and leaders who uphold legal and ethical standards of nursing practice.

Evidence-Based Practice

Evidence-based practice originates as systematic inquiry that substantiates the best nursing practices to provide high quality, safe patient care. Evidence-based practice requires continuous, life-long learning as the method for improving and updating nursing practice.

CONCEPTUAL FRAMEWORK

Program Description

The Bachelor of Science in Nursing degree program (RN to BSN) prepares registered nurses (RNs) to use critical thinking and clinical judgment in patient care, and to use teamwork skills, communication skills and transcultural nursing skills to manage nursing care and care systems in order to provide high quality, safe, evidence-based nursing services in various care delivery settings to diverse people.

Total Weeks/Total Credits/Total Clock Hours: Program takes approximately 60 weeks– excluding holidays and breaks. The program requires 182 quarter credit units to graduate. There are **1040** Total In-Class Clock Hours.

This is a degree-completion program; ASN graduates typically transfer in 90 quarter credits from their basic nursing pre-licensure program and take 92 credits at Angeles College.

A minimum of 182 quarter credits must be completed to earn the BSN degree, of which 60.5 credits are general education and 121.5 credits are in the nursing major.

RN to BSN Program Admission Criteria

This program is open to applicants who have earned one of the following:
1. An Associate of Science in Nursing degree
2. A Hospital Diploma in Nursing
3. An RN license through the California 30-Unit Option
4. A Registered Nurse license from a foreign country with a nursing program that is accepted by the California Board of Registered Nursing (BRN) as enabling the student to take the NCLEX examination to obtain a U.S. license.

Applicants for the Bachelor of Science Degree in Nursing (RN to BSN) program must meet the following standards:

1. Provide proof of a valid, active, and unencumbered Registered Nurse license from the United States or a Foreign Country*

2. Submit official transcripts** from an Associate of Science in Nursing Degree or a Hospital Diploma in Nursing, or other educational program:

   a. Applicants can be conditionally admitted to the program by providing unofficial transcripts or a copy of conferred nursing degree. Official transcripts which meet the requirements set forth must be received by 4th week in order to be admitted and remain in the program.

   b. **All academic transcripts from countries other than the United States must be evaluated by an accredited transcript agency that has published standards for membership, affiliations with national international higher education associates, and are frequently linked to and used by federal agencies, state agencies, educational institutions and employers (e.g. National Association of Credential Evaluation Services or NACES: http://www.naces.org/members.html and Association of International Credential Evaluators, Inc. or AICE: http://www.aice-eval.org/members/).

   *All student must have a current and unobstructed license in the United State prior to entering the third quarter 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 College until such time license is current and unobstructed.

3. Have an overall cumulative GPA of 2.0 or higher from the ASN Degree program or a Hospital Diploma program or equivalent and for any transfer credits to be applied to the BSN Degree.

4. Submit a completed Enrollment Agreement to the Nursing (RN to BSN) Program.

5. Provide evidence of a current, active professional liability (malpractice) insurance policy. Note: The professional liability policy must be maintained throughout the program.

6. Provide evidence of a current American Heart Association (AHA) BLS CPR card. Note: The AHA CPR card must be renewed as necessary to maintain currently throughout the program.

Program Prerequisite Requirements

Students should be proficient in operating a personal computer, including:

- Competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents;
- Demonstrated knowledge of standard computer applications to include Microsoft Word, and Excel, and PowerPoint;
- Familiarity with using internet browsers and standard email systems.

Credential: RN-BSN Completion Program

2020 CIP Code**:** 51.3801 (Registered Nursing/Registered Nurse – RN, ASN, BSN, and MSN)
2018 SOC Code: 29-1141.00 (Registered Nurses)

Students are entitled to a list of the job classifications considered to be in the field of this educational program. To obtain this list, please ask an institutional representative or visit the links below and type in the job title or SOC code from the list of employment positions to look up more information:
https://www.bls.gov/soc/2018/
https://www.onetonline.org/find
http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx

Program Delivery: Residential & Online Distance Education – Blended
Blended Classroom, On-line courses, Laboratory courses, and Practicum experiences constitute the program delivery methods.

Delivery Methods: RN-BSN program at Angeles College is available currently in two delivery methods: On-campus or distance education (online/blended).

On-Campus courses utilize traditional pedagogical methods of instruction in the physical classroom environment where a class of students is led by instructors within a scheduled structure of instruction and outside class work. Residential: Classroom, Laboratory, and Practicum Instructions.

Online (internet) courses give students access to their classes 24 hours a day, seven days a week. Once logged into the Angeles College CANVAS https://angelescollege.instructure.com/login/canvas Learning Management System (LMS) distance education platform, students are able to view their syllabus, course documents, assignments, and materials. The majority of tests are taken online. Some instructors, however, may require that tests be taken on campus.

Blended courses blend traditional class meetings with the internet interface (web browser), e-mail, and other Internet resources to provide opportunities for student-faculty and student-to-student interaction in person as well as online. Requirements typically include class meetings once a week and access to a computer capable of providing graphical access to the Web, as well as appropriate Web and e- mail software. This allows the student much more flexibility, while maintaining face-to-face contact with the instructor typical of traditional education.

Requirements include access to a personal computer capable of providing graphical access to the Web, as well as appropriate Web and e-mail software.

On-Campus Delivery Expectations:

Hardware	Communications	Attendance	Level of Commitment
You must have access to a computer for optimal learning. The computer should meet minimum college requirements. You may also need certain software such as word processing.	Good written communications via e-mail or discussion boards are essential. Communicate early and often with your instructor and fellow classmates via email, board postings, and other online interaction formats.	These courses do require regular attendance. Check the course syllabus or with your instructor for specific class schedule meetings.	On-campus courses demand the students to attend and engage classroom interaction in a group environment. Outside independent learning is also required. Schedules are set and students are expected to adhere accordingly in on-campus meetings.

Internet (online) Delivery Expectations:

Hardware/Software	Communications	Attendance	Level of Commitment
You must have access to a computer for optimal learning. The computer should meet minimum college requirements. You may also need certain software. Your instructor or CANVAS course will list specific software you need. https://www.instructure.com/canvas/support-faq	Good written communications via e-mail or discussion boards are essential. Communicate early and often with your instructor and fellow classmates via email, board postings, and other online interaction formats.	These courses do not usually require attendance, but there are a few exceptions. Check the course syllabus or with your instructor for specifics. For students new to distance learning, completing an orientation is mandatory.	Internet courses demand the most from you as an independent learner. You set your own schedule for studying and meeting paper and assignment deadlines. You will also have to manage your time in order to meet the course requirements. As you may be geographically more distant from the campus or the instructor, reliance on information posted to the course website or CANVAS will be your first resource for knowing what to do, when to do it and how it should be done.

Blended (Online & On-site) Delivery Expectations:

Hardware/Software	Communications	Attendance	Level of Commitment
You must have access to a computer for optimal learning. The computer should meet minimum college requirements. You may also need certain software. Your instructor or CANVAS will list specific	Good written communications via e-mail or discussion boards are essential. Communicate early and often with your instructor and fellow classmates via email, board	Mandatory attendance is enforced for these classes just as in classes that regularly meet face-to-face. Students will be notified of meeting locations by their instructors. An	These courses require you to be as independent and resourceful as any course taught face-to-face on campus. Regular class meetings set the pace of the

software you will need.

https://www.instructure.com/canvas/support-faq

postings, and other online interaction formats.

orientation is conducted the first day of class.

curse curriculum

Informational Competency (D.E. Admission Requisite): In addition, distance education students are expected to have the computer skills necessary for online/blended delivery method. Students should be proficient in operating a personal computer and be able to:

- Start, shut down, and reboot a computer appropriately.
- Use a keyboard and mouse with accuracy and efficiency.
- Have the ability to gain access to the Internet.
- Access URLs (web addresses) on the Internet (World Wide Web) using familiar internet browsers.
- Use online search tools/engines to locate materials on the web.
- Troubleshoot a URL or link that is not working.
- Recognize when a "plug-in" is needed to view a particular web page element or file format.
- Print pages in the programs he or she uses, especially web browsers.
- Send, receive, reply to, and forward email.
- Send and receive email attachments (upload and download).
- Use a word processor, spreadsheet manager, or slide show presentation program to complete necessary assignments.
- Copy and paste text across documents and software applications.
- Save a document or other file to a particular location and/or in a particular format (doc/docx/pdf).
- Access files or document previously saved using computer file management systems (i.e. Windows explorer).

As part of the initial screening process, new students enrolling into the Distance Education program will receive an instructional email attached with the Enrollment Agreement and Orientation Packet from the Student Services Department. The student must download, complete, and send the files back to Student Services.

Degree Requirements

This is a degree-completion program; ASN graduates typically transfer in 90 quarter credits from their basic nursing pre-licensure program and take 92 credits at Angeles College. To receive a Bachelor of Science in Nursing (BSN), students must have a minimum of 182 quarter units, a minimum of 69 quarter units of which must be completed at Angeles College. A minimum of 57 credits must be completed at the upper-division level.

Credit Transfer options: Students with an Associate of Science in Nursing degree or hospital diploma will receive transfer credit for courses taken as part of the RN program. Students may transfer up to a maximum of 113 quarter units (90 + 23 quarter units) to fulfill the requirements of the BSN degree. Remedial courses may not be transferred to fulfill degree requirements.

While undertaking the Associate of Science in Nursing degree, the BSN candidate should, have completed the general education courses or equivalents listed in the table below. However, any courses not completed at the ASN program can be completed at Angeles College or at another college.

Transfer General Education Courses		Credit Hours	Course Level	Lower Division	Upper Division	Category Totals
Physical Science	Human Anatomy	4.0	1000	4.0		12.0
	Human Physiology	4.0	2000	4.0		
	Chemistry	4.0	1000	4.0		
	Microbiology	4.0	1000	4.0		
Communication	English I	4.0	1000	4.0		8.0
	English II	4.0	1000	4.0		
Social Science	General Psychology	4.0	1000	4.0		8.0
	Introduction to Sociology	4.0	1000	4.0		
Math	Basic Algebra	4.0	2000	4.0		4.0
Total Transfer General Education Credits		**36.0**		**36.0**		**36.0**

Prior to admission, the BSN candidate must have completed the following nursing courses, (although the exact quarter credits will vary among different schools of nursing):

Nursing Courses		Credit Hours	Course Level	Lower Division	Upper Division	Category Totals
Nursing Core Courses	Fundamentals	5.0	3000		5.0	19.0
	Fundamentals Lab	3.0	3000		3.0	
	Health Assessment + Lab	6.0	3000		6.0	
	Pharmacology	5.0	2000		5.0	
Nursing Specialty Courses	Med-Surg Nursing I	4.0	3000		4.0	35.0
	Med-Surg Nursing I Lab	3.0	3000		3.0	
	Med-Surg Nursing II	4.0	4000		4.0	
	Med-Surg Nursing II Lab	3.0	4000		3.0	
	Obstetrics	4.0	4000		4.0	
	Obstetrics Lab	3.0	4000		3.0	
	Pediatrics	4.0	4000		4.0	
	Pediatrics Lab	3.0	4000		3.0	
	Psychiatric/Mental Hlth Nsg	4.0	4000		4.0	
	Psychiatric/Mental Hlth Nsg Lab	3.0	4000		3.0	
Total Transfer General Nursing Credits		**54.0**		**0**	**54.0**	

| Total Associate Degree Credits (Gen Ed + Nursing) | 90.0 | | 36.0 | 54.0 | |

These courses are all part of the required curriculum of any RN program, and will have been completed prior to admission. However, more advanced coursework in Health Assessment and Pharmacology are important for nurses with bachelors in nursing degrees and thus additional courses in health assessment and pharmacology are required in the RN to BSN program at Angeles College (as they are in most RN to BSN programs).

Students must submit official transcripts from the RN program demonstrating successful completion of the program with a cumulative GPA of 2.0 or higher (unless they are in an ASN program collaborating with Angeles College). The official transcripts will be accepted only from an institution that is accredited by an agency approved by the US Department of Education, or from a foreign nursing school after the transcript has been subjected to a course-by-course evaluation by an approved transcript evaluation company.

Nursing Courses Taken at Angeles College

A. General Education Courses

Angeles College General Education Courses		Credit Hours	Course Level	Lower Division	Upper Division	Category Totals
Communication	LTY150: Information Literacy	2.0	100	2.0		13.0
	ENG101: English Composition I	4.0	100	4.0		
	COM100: Public Speaking	3.0	100	3.0		
	ENG102: English Composition II	4.0	100	4.0		
Math	MTH200: Introduction to Biostatistics	4.0	200	4.0		4.0
Humanities	ART202: Art History	4.0	200	4.0		8.0
	PHI305: Philosophy of Ethics	4.0	300		4.0	
Science	NUT335: Nutrition and Diet Therapy	4.0	300		4.0	4.0
Social Science	PSY250: Human Development Lifecycle	4.0	200	4.0		8.0
	SOC300: Sociology of Diversity	4.0	300		4.0	
Total Angeles College General Education Credits		37.0		25.0	12.0	

B. Nursing Courses

Angeles College Nursing Courses		Credit Hours	Course Level	Lower Division	Upper Division	Category Totals
Nursing Core Courses	NSG300: Professional Issues in Nursing	4.0	300		4.0	42.0
	NSG307: Pathophysiology	4.0	300		4.0	
	NSG310: Health Assessment	4.0	300		4.0	
	NSG310L: Health Assessment Lab	2.0	300		2.0	
	NSG302: Nursing Informatics	4.0	300		4.0	
	NSG320: Pharmacology I	4.0	300		4.0	

	NSG360: Pharmacology II	4.0	300		4.0	
	NSG355: Evidence Based Practice	4.0	300		4.0	
	NSG414: Health Policy and Finance	4.0	400		4.0	
	NSG450: Clinical Quality & Safety	4.0	400		4.0	
	NSG431: Epidemiology	4.0	400		4.0	
Nursing Specialty Courses	NSG430: Population Health Nursing	4.0	400		4.5	13.0
	NSG430C: Population Health Nursing Clinical	3.0	400		3.0	
	NSG440: Leadership & Management	4.0	400		4.0	
	NSG440C: Leadership & Mgmt. Clinical	2.0	400		2.0	
Total Angeles College Core Nursing Credits		**55.0**		**0**	**55.0**	
Total Angeles College Credits (Gen Ed + Nursing)		**92.0**		**25**	**67.0**	

Course Descriptions:

Course Numbering for the Bachelor of Science in Nursing Program

- **Lower-Division Courses**
  Lower-division courses are those offered at the 100 and 200 levels (1000 and 2000 levels in the old curriculum) and are not limited to students majoring in the field in which the courses are offered. Lower-division courses generally do not have extensive college-level prerequisites.

- **Upper-Division Courses**
  Upper-division courses are those offered at the 300 and 400 levels (3000 and 4000 levels in the old curriculum) and require substantial college-level preparation on the part of the student. Upper-division courses generally indicate in their course descriptions a recommended background in which students should expect their coursework to build upon.

LTY150 Information Literacy
        (2.0 quarter credits; 20 clock hours, 60 outside hours)
This course is designed to help students develop basic critical thinking skills and research strategies necessary to interpret requirements of course assignments, formulate research topic and question, identify needed information materials, access, retrieve, evaluate, and use electronic, print, and web resources. The course is organized to assist students to effectively use the Library, understand knowledge production and organization, and cultivate research skills to retrieve, manage and preserve academic integrity.

ENG101 English Composition I
        (4.0 quarter credits; 40 clock hours, 120 outside hours)
This course is focused on developing students' communication skills in an academic setting in order to effectively participate in academic discourse. Emphasis will be on cultivating the ability to recognize appropriate resources for academic research, understanding each facet of an APA-style research paper, and effectively organizing both others' and one's own ideas within their writing.

Students will explore ways in which they can present their thoughts through writing and oral reporting in response to others' ideas.

ART202 Art History
(4.0 quarter credits; 40 clock hours, 120 outside hours)
Art History course provides the opportunity for students to attain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. The students will specifically address the spectrum of art history that ranges from prehistoric to modern times.

COM100 Public Speaking
(3.0 quarter credits; 30 clock hours, 90 outside hours)
This course is focused on developing students' public speaking skills for a variety of contexts in order to become effective communicators, as well as the recognition of effective communication as an audience member. Emphasis will be on the organization and presentation of ideas through workshop-style development. Students will explore public speaking as a tool to inform and persuade both auditorily and visually for both academic and professional pursuits in the digital age.

ENG102 English Composition II
(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course is focused on applying students' communication skills to analyze and respond to readings. The goal of this course is to sharpen students' writing and critical thinking skills by developing skills in reading and subsequent response. Emphasis will be on both written and oral communication within a multicultural context, namely in the form of response and synthesis. Students will explore different themes within literary works in order to receive an introduction to American literature, as well as different writing styles to effectively synthesize and communicate broader ideas in an academic setting.

MTH200 Introduction to Biostatistics
(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course is an introduction to descriptive and inferential statistics in nursing. It focuses on understanding the correct use of various statistics, and how to interpret findings. Evaluation of nursing and healthcare research reports to determine the value of findings for evidence-based nursing practice is emphasized. Biostatistics is designed to develop students' reasoning and critical thinking through use of applied math skills to determine appropriate use of statistical tools to advance evidence-based practice. Critical evaluation of research articles facilitates advancement of clinical judgment skills. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

NUT335 Nutrition and Diet Therapy
(4.0 quarter credits; 40 clock hours, 120 outside hours)
Students learn about the major macro and micronutrients relevant to human health. The focus is on the scientific rationale for defining nutritional requirements across the lifespan in healthy individuals, with reference to specific phases of life such as infancy, childhood, adulthood, pregnancy, lactation, and old age. This course presents current evidence for the role of key nutrients

in the prevention and treatment of disease. Students will prepare a personal nutrition plan for optimal health.

Nutrition and Diet Therapy is designed to help students understand the role of nutrition in human health. Students develop critical thinking and analytic skills through conducting a nutritional analysis and treatment plan for the health effects of particular nutritional deficiencies. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

SOC300 Sociology of Diversity
(4.0 quarter credits; 40 clock hours, 120 outside hours)
Sociology of diversity is designed to help students to learn how to examine the role of race, gender, culture, ethnicity and class in how people are valued in American Society. Introduces students to the study of the effects of culture on individuals' world view, values, and behavioral expectations. Students explore the effects of divergent expectations on group identity, on intergroup conflict and on marginalization of minority groups in a multi-ethnic society. Focuses on exploring the ways cultural variation contributes to the richness of the human experience, and ways to promote cross cultural understanding.

PHI305 Philosophy of Ethics
(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course introduces the tools and perspective to understand the world from a Philosophical point of view. Student will learn the importance of ethics in decision making. Ethics is the study of what constitutes right and wrong, good and bad. The process of ethical deliberation is introduced. Philosophy of ethics is designed to develop students' critical thinking through the basis of morality, moral decision making, and the role of religion in morality. Learning is encouraged through exploration of current ethical dilemmas in American society. Students learn to develop arguments both for and against a particular controversial ethical problem, and to select and defend their own position. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

PSY250 Human Development Lifecycle
(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course introduces the concepts of Human growth and development across the lifespan. Normal physical, psychological, and social changes across the lifespan are considered. Emphasis is placed on normal developmental tasks of infancy, childhood, adolescence, and through the phases of adulthood from young adulthood through advanced old age.
Human Development Lifecycle is designed to help students develop their ability to relate human behavior to normal maturation and accomplishment of developmental tasks throughout the lifespan. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

NSG300 Professional Issues in Nursing
        (4.0 quarter credits; 40 clock hours, 120 outside hours)
This course explores current professional issues in nursing in the context of nursing history. Themes include patient centered care, safety, quality of care, ethics, nursing professionalism and the Magnet movement. Students explore legal issues in nursing including regulation of practice through the California Nurse Practice Act and U.S. Federal health laws and regulations. Consideration is given to the American Nurse's Association's two publications Scope and Standards of Nursing Practice and Nursing's Social Policy Statement. Current national nursing priorities studied include patient safety initiatives, holistic care, and patient-centered care.
Professional Issues in Nursing is designed to help students begin to develop a professional identity as an ethical, caring nurse. Students develop critical thinking through individual and group work conducting an analysis and evaluation of current trends affecting the profession. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

NSG310 Nursing Assessment
        (4.0 quarter credits; 40 clock hours, 120 outside hours)
This course deals with the theory and practice of human physical assessment in health and illness. A systematic process for obtaining, evaluating, and critically analyzing health data is used. A patient-centered care approach is emphasized. Students study therapeutic communication to obtain a health history and other information from patients, and to perform a nursing assessment for the purpose of formulating nursing diagnoses and plans of care. Patient safety is considered in all aspects of assessment.
Nursing Assessment is designed to advance students' critical and analytic thinking skills through analysis of the relationship between physical and psychological signs and symptoms and their meaning in terms of human health and illness. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

NSG310L Nursing Assessment Lab
        (3.0 quarter credits; 60 clock hours, 60 outside hours)
Students conduct physical assessments of healthy in the nursing laboratory clinical settings. Course provides opportunities for supervised practice in use of a systematic process for obtaining, evaluating, and critically analyzing health data using a patient centered approach. Students use therapeutic communication skills in simulated patient interviews and during physical assessments. Patient safety is considered in all aspects of assessment.
Nursing Assessment is designed to advance students' physical skills and critical and analytic thinking skills through hands-on physical assessments in the nursing lab. They will conduct analysis of the relationship between physical and psychological signs and symptoms and their meaning in terms of human health and illness. Course units are arranged by the instructor to facilitate student success and to meet the course goals.
Corequisite: NSG310

NSG307 Pathophysiology
(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course focuses on concepts of pathophysiology essential to understanding alterations in body systems and developing clinical decision making for health promotion, risk reduction, and disease management. Students analyze normal physical adaptation and defense processes against disease and injury. Common health risk factors, and etiologies of specific diseases are studied in the context of associated bodily changes. Physical adaptation capabilities of the body designed to maintain health and recover from disease and injury are examined. Students study how normal adaptive processes are influenced by chemical, microbial, genetic and/or psychological stressors and typical bodily changes when adaptive processes are insufficient to the challenge. Pathophysiology is designed to advance students' analytic skills through analysis of effects of diseases on the structure and functioning of the human body. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

NSG320 Pharmacology I
(4.0 quarter credits; 40 clock hours, 120 outside hours)

Nursing responsibilities related to pharmacodynamics and pharmacokinetics for the safe use of drug therapy for patients are introduced. Classification of drugs, drug actions, indications and contraindications, adverse reactions, and nursing implications are presented for selected drugs. Emphasis is placed on medication safety through medication monitoring and patient education, and legal responsibilities of nurses related to drug administration are presented. Topics include general pharmacological concepts, administration and risk reduction, safety of medication use, types of medications by system; pain management, life span considerations, herbals and other supplements. Emphasis on the seven Rights of Drug Administration: Right drug, right patient, right time, right indication, right dosage, right route, and right documentation

NSG360 Pharmacology II
(4.0 quarter credits; 40 clock hours, 120 outside hours)

Pharmacology II continues to develop the concepts introduced in Pharmacology I. Drug actions, indications and contraindications, adverse reactions, and nursing implications are presented for additional categories of medications not covered in Pharm I. Emphasis is placed on medication safety through medication monitoring, and nurse attentiveness to the 7 Rights of Medication Administration. Issues related to nurses' legal responsibilities related to drug administration are further developed. Drug interactions with other drugs and over-the-counter nutritional supplements are considered. Other topics include cultural aspects of pharmacology, patient adherence strategies, drugs during pregnancy, special considerations for older adults and children are considered.

NSG355 Evidence-Based Practice

(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course focuses on the concepts of evidence-based nursing practice. Research findings are identified as the strongest evidence, but other sources of evidence upon which to base practice are presented. Experimental, quasi-experimental and qualitative research methods are reviewed. . Practice improvement by selecting valid research findings for implementation into practice settings is emphasized. Students' critical thinking skills are enhanced through analysis, critique, and evaluation of selected research papers.

NSG302 Nursing Informatics

(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course introduces basic concepts of the application of information technology to informatics science in nursing. Issues of data acquisition, data entry, data security and confidentiality, coding, interoperability, and transmission are discussed. Students learn about electronic health records, meaningful use, the scope and standards of informatics nursing practice, and other issues of importance to nursing.

Nursing Informatics is designed to help students understand information technology in clinical care facilities. Students develop critical thinking through analysis and evaluation of the sensitive nature of health information, and the nurse's role in collecting, storing, retrieving and protecting health information. Course modules are arranged by the instructor to facilitate student success and to meet the course goals.

NSG414 Health Policy and Finance

(4.0 quarter credits; 40 clock hours, 120 outside hours)

Focus is on the development of health policy at the local, state and national levels. The influences of economics, political values and social values on investments in a population's health are explored. Implications of various methods of financing healthcare are discussed in the context of population health outcomes and health disparities.

NSG431 Epidemiology

(4.0 quarter credits; 40 clock hours, 120 outside hours)

Epidemiology is the science of identifying, quantifying, and measuring the incidence, distribution, risk factors, and control of disease and death, and other factors related to the health of populations. Basic concepts and methods of epidemiology, and nursing's role are presented. Students also learn about the history of the science of epidemiology, ethical issues that arise in the field, statistical methods used, and review some examples of epidemiology in practice.

NSG430 Population Health Nursing

(4.0 quarter credits; 40 clock hours, 120 outside hours)

Students learn theory and concepts of risk assessment, prevention, and health promotion in community settings for the entire community as well as special populations within the community. Community assessment for health disparities, incidence and prevalence of disease and injuries and health resources is conducted. Plans for health promotion strategies based on the community assessment are explored.

NSG430C Population Health Nursing Clinical
        (3 quarter credits; 90 clock hours, 0 outside hours)
Students apply concepts of risk assessment, prevention, and health promotion in community settings to promote the health of the population. Students perform a community assessment to measure health disparities, incidence and prevalence of common diseases and injuries, and evaluate community health resources. Plans for health promotion strategies based on the community assessment are explored.
The Population Health Nursing Clinical is designed to develop students' understanding of the health of populations and ways that individual health affects the overall health of a community. Critical thinking and clinical judgment are advanced through public health case studies.
Corequisite: NSG430

NSG440 Leadership and Management
        (4.0 quarter credits; 40 clock hours, 120 outside hours)
This course focuses on advancing knowledge and skills in nursing leadership and teamwork. Students explore concepts of collaboration, conflict resolution, supervision, delegation, human motivation, organizational behavior and change processes. Skills in cross-disciplinary professional communication and teamwork are addressed.

NSG440C Leadership and Management Clinical
        (2.0 quarter credits; 60 clock hours, 0 outside hours)
This course introduces to medical terms as they relate to the anatomical structure of the human body. Emphasis will be on word roots, prefixes, and suffixes as these components are used to structure medical terms. Students will also learn to recognize, spell and pronounce medical terms in correct manner. Students will become familiar with medical abbreviations, procedures, and treatments.
Corequisite: NSG440

NSG450 Clinical Quality and Safety
        (4.0 quarter credits; 40 clock hours, 120 outside hours)
This course introduces the concepts, techniques, strategies and metrics of quality improvement in nursing. Patient care quality and safety in the context of structure, process and outcomes in healthcare delivery are explored. Identification of clinical nursing improvement opportunities, development of action plans, and outcomes evaluation through use of project management strategies are addressed.

Clinical Quality and Safety is designed to develop students' critical thinking through a focus on the quality of clinical nursing services, and the effects services have on patient care outcomes. Critical evaluation and synthesis of research and theory articles are used to help students develop new nursing strategies to improve quality and safety of patient care. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

12.2 Bachelor of Arts in Business Administration (BA) (CI Campus)

<u>Weeks/Hours</u>: 150weeks / 180 quarter credit units / 1800 Total In-Class Clock Hours

Prerequisites: High School Diploma/GED or equivalent (Passing Score on Angeles College Entrance Exam)

Credential: Bachelor of Art Degree – Bachelor of Business Administration (BBA)

2020 CIP Code: 52.0201 Business Administration and Management, General
2018 SOC Code: 11-1021 (General and Operations Managers)

Students are entitled to a list of the job classifications considered to be in the field of this educational program. To obtain this list, please ask an institutional representative or visit the links below and type in the job title or SOC code from the list of employment positions to look up more information:
https://www.bls.gov/soc/2018/
https://www.onetonline.org/find
http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx

Program Description

The focus of the Business Administration will be on foundations of business operations providing students with the knowledge and skills necessary to help organizations be successful in today's globally competitive environment. The business administration program provides foundational, workplace-relevant management skills, organizational theory, and operational knowledge which reflect preparation in the essential areas of economics, accounting, finance, management, organizational communications, and marketing. In addition, students will develop both a broad knowledge and a capacity for reflective critical thinking through enrollment in a vibrant liberal arts curriculum as part of the Bachelor of Business Administration.

Upon completion, graduates will be equipped with the knowledge to analyze and synthesize company data and other data elements in support of business operations critical to success of the respective organization, business, or corporation. Graduates will especially be prepared to assume entry-level positions in the areas of business operations, management, customer service, purchasing, costs estimation, finances, and marketing as well as the positions of adjusters, public relations specialists, buyers, compensation, and benefits specialists, and other similar positions. A major in business administration prepares graduates for careers in for-profit, nonprofit, and public-sector organizations.

Program Objectives

The objectives of the Business Administration program are designed to produce graduates capable of excelling as future leaders in global business, industry, and commerce. The BBA program provides specialized education in the principles and the practices of management for the effective operation of the business organizational entity

- Develop critical thinking and reasoning skills to identify problems and to develop problem-solving abilities through the application of theoretical knowledge to solve real-life problems through teamwork within the context of an active learning environment.
- Apply knowledge of the strategic management process and Employ critical thinking to evaluate qualitative and quantitative data.
- Successfully utilize the tools and techniques of business management to make decisions about both day-to-day operations and long-term tactics and strategies.
- Utilize the tools and methodologies needed to solve marketing problems, including developing marketing plans and the use of various marketing strategies.
- Identify and analyze the pertinent concepts and theories of law, ethical issues that arise, and the principles of legal reasoning.
- Apply fundamental processes, theories, and methods to business communication (oral & written skills) in the workplace.
- Demonstrate an understanding of business-related computer applications and proficiency with the managerial applications of technology across several business venues.
- Understand the functional components of business - economics, marketing, accounting, finance, law, management.

Program Outcomes

Upon successful completion of the Bachelor of Art in Business Administration, the graduate should be able to:

- Apply an understanding of business principles and process in accounting, project management, economics, finance, marketing, and management to effectively work and contribute positively to the respective company or organization.
- Implement teaming, collaboration, and leadership skills and apply these skills in the workplace for improvement and effective operations at the individual, workgroup, corporate, and organizational levels.
- Plan and communicate a shared vision for the organization that will drive strategy, assist with decision making, and position the organization in the business environment.
- Employ critical thinking to evaluate qualitative and quantitative data and effectively communicate across all layers of the organization.
- Develop, communicate, implement, and follow policies and procedures that inform and guide operations to reduce cost and organizational risk and promote ethical practices.
- Manage people, time, and resources by utilizing effective employment practices, encouraging team building, and mentoring junior members of the staff.

- Design and execute personal and employee development systems to enhance job performance and leadership skills.

Program Delivery

Residential, Synchronous Blended and/or Synchronous Full Distance: Classroom/Theory Instruction

Classroom/Theory Instruction may be delivered either as residential, synchronous blended or synchronous full distance. As a residential course, Angeles College will utilize traditional pedagogical methods of instruction in the physical classroom environment where a class of students is led by instructors within a scheduled structure of instruction and outside class work.

Synchronous Blended and Full Distance Delivery Expectations:
The instructors, staff and students will be oriented and trained to the instructional delivery platforms which include, but is not limited to: Zoom Meeting/Google Meet/Canvas Conference for the online lecture, participation and Q&A; CANVAS Learning Management System (LMS) for online course shells; publisher textbook products and resources.

The Instructor has the responsibility of ensuring compliance with all program practices. The CANVAS LMS has built-in features for tabulation of grades as attendance, homework/activities, quizzes, tests and exams are completed and submitted within the due date to provide real-time feedback for students viewing their academic progress. The Program Director will monitor bi-weekly all the online activities, recorded grades and other academic policies as expected.

The institution will also invest more in technology and training to subsequently streamline the number of online platforms used to simplify the process and increase efficiency of the educational delivery to the students.

Synchronous Blended and Full Distance courses utilizes CANVAS LMS which allow students access 24 hours a day, seven days a week on all published course syllabus, lectures, activities, course documents, PowerPoints, announcements, class work, assignments LIRN Library and other course content while keeping the regularly scheduled Classroom/Theory and Clinical/Laboratory Instructions via live streaming (Zoom Meeting/Google Meet/Canvas Conference).

Essentially, instead of being in a physical classroom for the scheduled day and time, the students are in a virtual classroom for the same day and time. This allows the students much more flexibility, especially as response to emergencies and pandemics, unexpected or natural, while maintaining a face-to-face contact with the instructor similar to a typical, traditional education. Although virtual, the same academic rigor comparable to residential courses will apply.

Any in-house assessments (quiz, test or exam) will be given through the above-mentioned platforms electronically with time limit and will be proctored online in real-time by the respective instructor(s) to maintain the integrity and accuracy of the assessment(s).

Synchronous Blended and Full Distance Delivery Requirements:

Each instructor (upon hiring) and student (upon admission) is provided an Angeles College email address that is unique to them. The email provider is Google Services, which enable the instructor and student to utilize all of Google's applications including Google Meet, Google Docs, Google Sheets, Google Slides, etc.

Angeles College also subscribed to CANVAS LMS. Each Instructor and Student are registered to this platform using their AC email address by logging into *https://angelescollege.instructure.com*.

Both Instructor and Student needs to have a computer (desktop or laptop) with a working video camera and microphone and a reliable internet connection. While on a virtual classroom, Instructors are responsible for making sure that the live video cameras are on for all student in class to verify attendance, observe uniform and enable class participation. Attendance Roll call is conducted when the class starts, after coming back from breaks and before ending the class. The same policy on Absence, Tardy, Code of Conduct, etc. are monitored in a Virtual Classroom.

The required textbooks and other materials currently being used in the residential courses have respective online resources available and are reading available for faculty use (after each Instructor registers for online access). In the students' version of available resources, they register online using the provided codes within their textbooks. Once registered, the students have access to all available online materials (PowerPoints, class activities, videos, practice tests, critical thinking skills, etc.)

General Education Courses		*68 Credits*
Computer Science		
CIS1070	Introduction to Computer Information Systems	4
LTY1500	Information Literacy	4
English		
ENG1010	English Composition I	4
ENG1020	English Composition II/English Literature	4
Speech/Communication		
ENGL110	Oral Communications	4
ENGL201	Report Writing	4
Mathematics		
MAT1010	College Algebra	4
MAT2050	Statistics	4
MAT2100	Calculus for Business	4
Natural Science		
BIO1020	Introduction to Biology	4

MGT230	Human Resource Management	4
BUS3010	Organizational Behavior	4
MGT210	Advertising	4
MGT3030	Introductory Project Management	4
MGT255	Small Business Management	4
ECO2070	Principles of Microeconomics	4

BA Capstone Course		*8 Credits*
BUS4100	Business Applications (Capstone)	4
MGT4100	Strategic Management (Capstone)	4

Electives		*44 Credits*
LIT201	Masterpieces of World Literature	4
ENG103	Intensive Grammar	4
MGT275	Money and Banking	4
MGT280	Business Law II	4
MGT271	Financial Management II	4
MKT3050	Entrepreneurial Marketing	4
MKT4050	Marketing Research & Strategy	4
LDR3030	Leadership Theory	4
MKT4060	E-Commerce	4

Social Science & Humanities

ART2020	Art History	4
SOC1050	Introduction to Sociology	4
PHI2040	Introduction to Philosophy	4
PSY2300	Introduction to Psychology	4
PS101	American Institutions	4
HIS2050	World Civilizations Since the 16th Century	4
ECO2080	Principles of Macroeconomics	4

Business Core Courses   *60 Credits*

ACC2020	Accounting I	4
ACC2030	Accounting II	4
BUS1090	Introduction to Business	4
FIN2400	Introduction to Finance	4
MGT2050	Business Management Principles	4
BUS3050	Business Ethics	4
BUS2060	Business Law	4
MKT2050	Fundamentals of Marketing	4
MGT295	International Business	4

MKT4020	Consumer Behavior & Marketing	4
HRM4040	Labor Relations & Negotiations	4

Total Units 180 Quarter Credit Units

Non-course requirements:
1. High school graduation or GED or academic degree from an accredited college/university in the United States.
2. Criminal background check must be completed prior to any customer contact.

Course Description

Course Numbering for Business Administration Courses:
- **1XXX: Lower Division General Education** *(GE)* **- Lower division courses are introduction courses which are typically prerequisites for above 1XXX level of courses in the BA program track.**
- **2XXX: Upper Division General Education (***GE)* **and Program specific requisites courses represent courses for more advanced students in the BA program.**
- **Program Core Concentration Courses are represented by the '***(BA Core)*' **designations which are also cross-referenced with the Healthcare Administration program (BSHA) as both are related to Business Administration (BA).**
- **Program Core Concentration Courses represented by '***(BA Core – BA Only)* **are courses solely for students in the BA program. These include advanced-level courses (3XXX-4XXX) which have prerequisites requirements only available to BA students.**

Satisfactory completion of all courses is required for the completion of the BA program.

CIS1070 Introduction to Computer Information Systems *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is an overview of computer hardware, software, programming and information systems as applied in the modern business environment. Hands on applications of word processing, spreadsheet, and data management software are used to explore use of microcomputers in business. *Prerequisite: None*

LTY1500 Information Literacy (Business Majors) *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is designed to help students develop basic critical thinking skills and research strategies necessary to interpret requirements of course assignments, formulate research topics and questions, identify needed information materials, access, retrieve, evaluate, and use electronic, print, and web resources. The course is organized to assist students to effectively use the Library, understand knowledge production and organization, and cultivate research skills to retrieve, manage and preserve academic integrity.
Prerequisite: None

ENG1010 English Composition I *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
Knowing how to write is a necessary skill that each student must master in order to prepare
for any academic or occupational field. This course is designed to transfer to other colleges and to prepare the student for the types of writing that will be required in many other courses.
English Composition I is designed to help students develop their ability to think, to organize, and to express their ideas clearly and objectively. Course units are arranged by the instructor to facilitate student success and to meet the course goals.
Prerequisite: None

ENG1020 English Composition II / English Literature *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
English Composition II/ English Literature is a course to the main genres of literature: short fiction, poetry, and drama. The novel can be introduced in this course, but it is optional. The course is also a continuation of the freshman composition sequence. This means that writing and writing process are the primary focus of the course. The primary goal of the course is instructing students in using writing skills to analyze materials in and to respond to a specific discipline. The use of writing process methodologies such as peer and group editing and workshop techniques are also encouraged in this course. However, more formal discussion and lectures are sometimes needed in helping students understand the literary works and how to analyze these works.
Prerequisite: ENG1010

ENGL110 Oral Communications *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
Effective communication is the key to success in professional and personal endeavors. The right strategy, carefully chosen words, and respect extended through communication can be the making of a team or an individual. This course outlines different paradigms for communication, explores

interpersonal communication and its applications in the workplace, discusses the impact of conflict in communication and how to resolve it, provides strategies for persuasion and negotiation in communication, and provides key guidelines for giving and receiving feedback.
Prerequisite: None

ENGL201 Report Writing *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course teaches students development of written, oral and interpersonal skills for effective communication in the business world. There will be emphasis on clear, effective business correspondence, improved interpersonal skills and public speaking. Students will learn appropriate real-world skills and strategies to increase their abilities to use this knowledge.
Prerequisite: ENG1010/ENGL110

MAT1010 College Algebra *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is a study of algebraic concepts including linear and quadratic equations, inequalities and systems; polynomials; rational, exponential and logarithmic functions with emphasis on their numerical, graphical and algebraic properties and their applications.
Prerequisite: Passing score on the Angeles College math placement exam

MAT2050 Statistics *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This is an introductory course in statistics and computing. This course will allow the student to summarize numerical data, gain a working vocabulary of important statistical methods, and improve confidence in dealing with numbers. Students will learn to understand how statistics can inform research, recognize limitations of statistical information, and develop the skills needed to critique a typical quantitative journal article. Additionally, students will learn to perform and interpret basic statistical tests.
Prerequisite: MAT1500, CIS1070

MAT2100 Calculus for Business *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
An introduction to the basic concepts of differential and integral calculus for the business administration major. Topics include limits; continuity; differentiation and integration of polynomial, logarithmic and exponential functions with applications to business. MAT 2100 provide students an opportunity to appreciate certain concepts in fundamental mathematics, especially functions, limits, derivatives, and applications of the derivative with emphasis on applications in business and social sciences. The emphasis is on abstract reasoning, not routine manipulations.
Prerequisite: MAT1500, CIS1070

BIO1020 Introduction to Biology *(GE)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
The Introduction to Biology course involves the scientific study of living organisms. The course considers the interactions among the vast number of organisms that inhabit planet Earth. It presents

the basic form and function of these organisms, from cells to organ systems, from simple viruses to complex humans. It delves into interactions between organisms, and between an organism and its environment. It also looks into how biotechnology is used to improve our health and daily lives. The following topics are covered by the course: basic chemistry; the
structure, organization, and energetics of the cell; genetics; evolution; taxonomy; microorganisms; fungi; plant biology; animal biology; environmental biology.
Prerequisite: None

ART2020 Art History *(GE)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
Art History course provides the opportunity for students to attain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. The students will specifically address the spectrum of art history that ranges from prehistoric times to the Renaissance.
Recommended: ENG1010

SOC1050 Introduction to Sociology *(GE)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
In this class, students will learn the tools and perspective to understand the world from a sociological point of view. Students will be introduced to the basic foundations of sociology, including its development as a field of inquiry, early sociological theory, and methodology. Students will investigate how culture, class, race, gender, family, education, and government interrelate to create their day-to-day experience of being alive. Special attention will be paid to both the local and global forces that shape social life.
Recommended: ENG1010

PHI2040 Introduction to Philosophy *(GE)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course serves as an introduction to philosophy. It will introduce students to a number of topics – the existence of God, skepticism, and free will – that have attracted serious attention from great philosophers. Familiarity with these topics will serve as an excellent introduction to the questions that famous philosophers were concerned with.
Recommended: ENG1010

PSY2300 Introduction to Psychology *(GE)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course surveys the major principles of psychology. Introduces the history of psychology, human development, personality, abnormal behavior, social psychology, feelings and emotions, research methodologies, experimental psychology, psychophysiology, learning and memory, altered states of awareness, sleep and dreams, and industrial and organizational psychology.
Recommended: ENG1010

PS101 American Institutions *(GE)*
         (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course will introduce students to United States history from the end of the Civil War in 1865 through the first decade of the twenty-first century. Students will learn about the major political, economic, and social changes that took place in America during this nearly 150-year period. The course will be structured chronologically, with each unit focusing on a significant historical subject. The units will cover important overarching political, economic, and social themes, such as the growth and expansion of political representation and civil rights in America, industrial development and economic change, race and ethnicity in American society, and cultural change over time. By the end of the course, students will understand how the United States grew from a relatively weak and divided agricultural nation into a cohesive military and industrial superpower by the beginning of the twenty-first century.
Recommended: ENG1010

HIS2050 World Civilizations since the 16th Century *(GE)*
         (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course will introduce students to "Western Civilization" as an evolving idea to be followed, redefined, and contested throughout its history. In part two of a two quarter sequence, we will follow the history of "the West" from the religious, social, and political upheavals of sixteenth- century Europe to contemporary debates over the role of Western values and traditions in an increasingly global society. Other topics and themes will include: early modern and modern state- building, daily life and popular culture, war and revolution, nationalism and imperialism, and European/global integration. Through critical engagement with historical narrative, primary sources, literature, and multimedia, we will consider how persisting questions over political and cultural borders, social and economic stratification, and shared and contested values variably pushed and pulled the people of "Western Civilization" closer together and farther apart—from each other and the rest of the world
Recommended: ENG1010

ECO2080 Principles of Macroeconomics *(GE)*
         (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is an introduction to macroeconomics. It is a subdivision of economics dealing with the economy as a whole: aggregate national income and output, government spending and taxation, money banking, monetary policy and international trade. Unlike microeconomics which focuses on individual economic entities, macroeconomics deals with human behavior and choices as they relate to an entire economy. In this course, students will learn about basic economy principles as they relate to production and trade, supply and demand, and how measurements are performed in macroeconomics. Concepts of money system, banking, price level, interest rate, and Federal Reserve System will be covered as well.
Prerequisite: MAT1010

ACC2020 Accounting Principles I (Financial) *(BA Core)*
         (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is an introduction to the principles and concepts of accounting and the application of procedures relating to the complete accounting cycle. The purpose of this course is to give the student

a basic understanding of the theories, principles, and applications of accounting. Each individual step of the accounting cycle, from analyzing source documents to the final preparation of financial statements, is covered with an emphasis on accounting for a sole proprietorship service business.
Prerequisite: None

ACC2030 Accounting Principles II (Managerial) *(BA Core)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
Topics covered will enable students to analyze and interpret both historical and estimated date used by management to conduct daily operations, plan future operations and develop overall business strategies. The emphasis will be on Managerial Accounting. This course includes such topics as cost concepts and terminology, cost accumulation under traditional and newer manufacturing environments, cost allocation, cost–volume-profit analysis, budgeting, standards and standard costing, variances analysis, performance evaluation, differential analyses, decision making and capital investment analysis, overhead methods and other managerial concepts. We will also cover financial statement ratios and analyses.
Prerequisite: ACC2020

BUS1090 Introduction to Business *(BA Core)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is an introduction to the role of business in modern society. It includes an overview of business operations, analysis of the specialized fields within the business organization, and development of a business vocabulary. The student will describe the scope of business enterprise in the nation and the world today; identify major business functions of accounting, management, marketing, and economics; describe the relationships of social responsibility, ethics, and law in business; and define and apply business terminology.
Prerequisite: None

FIN2400 Introduction to Finance *(BA Core)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course provides an introduction to financial markets, institutions, and management in contemporary society. Emphasis is placed on developing an understanding of the financial markets in which funds are traded, the financial institutions participating in facilitating the trade of such funds, and the financial principles and concepts behind sound financial management. Topics include: the financial systems of the United States, business finance management, financing of other sectors of the economy, and the time value of money.
Prerequisite: None

MGT2050 Business Management Principles *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is an analysis of principles used to evaluate ethical issues facing today's business community as well as to formulate possible solutions. Part philosophy and part business, this course explores a wide array of ethical issues arising in contemporary business life. Major theoretical perspectives and concepts are presented. Corporate social responsibility is examined, as

environmental responsibilities, global ethics, and regulation concerns in an era of increasing globalization are also explored.
Prerequisite: None

BUS3050 Business Ethics *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is an analysis of principles used to evaluate ethical issues facing today's business community as well as to formulate possible solutions. Part philosophy and part business, this course explores a wide array of ethical issues arising in contemporary business life. Major theoretical perspectives and concepts are presented. Corporate social responsibility is examined, as environmental responsibilities, global ethics, and regulation concerns in an era of increasing globalization are also explored.
Prerequisite: MGT2050

BUS2060 Business Law *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is meant to provide a general introduction to the legal environment that affects individuals, businesses, and business transactions. In addition to providing a general introduction to the American legal system, this course will focus on specific legal topics such as contracts and the Uniform Commercial Code. The course will have an emphasis on contracts.
Prerequisite: None

MKT2050 Fundamentals of Marketing *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
Fundamentals of Marketing course explore key marketing concepts and show you how they apply to today's business practices. The course covers the essential knowledge and techniques managers need to compete successfully, whether in large companies or small businesses, profit-oriented firms or not-for-profit organizations. Topics include customer-oriented marketing strategies, buyers and markets, target market selection, and the marketing variables of products (and services), price, promotion, and distribution.
Prerequisite: None

MGT295 International Business *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
Surveys the legal and cultural environment of international business; the international financial system; management of international operations; personnel and labor relations; international marketing; international economics, trade, and finance; multinational enterprise; and international accounting.
Prerequisite: MGT2050

MGT230 Human Resource Management *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course studies the human resource management function performed by the human resource manager as well as by the line supervisor. The course uses contemporary approaches and problems to

analyze the entire process of human capital management, including human resource planning/job design, selection and staffing, training and development, compensation, performance appraisal and employee and labor relations. The course also examines legal questions which affect human resource management.
Prerequisite: None

BUS3010 Organizational Behavior *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is an analysis and application of organizational theory, group dynamics, motivation theory, leadership concepts, and the integration of interdisciplinary concepts from the behavioral sciences. The student will learn to explain organizational theory as it relates to management practices, employee relations, and structure of the organization to fit its environment and operation; analyze leadership styles and determine their effectiveness in employee situations; discuss experiences in managing and resolving organizational problems; describe the impact of corporate culture and atmosphere on employee behavior, and analyze and discuss team dynamics, team building strategies, and cultural diversity.
Prerequisite: None

MGT210 Advertising *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is a study of advertising principles applied to marketing and organizational situations. Class will also emphasize study of the communication process, consumer behavior, market segmentation, creative strategy, and media.
Prerequisite: MKT2050

MGT3030 Introductory Project Management *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
Project Management is the discipline of defining and managing the vision, tasks, and resources required to complete a project. This course provides an introduction to basic project management concepts, task lists and task dependencies, scheduling tasks, assigning resources (time, money, and people), finalizing the plan (resolving resource conflicts) and sorting and grouping data.
Prerequisite: MGT2050, BUS3010

MGT255 Small Business Management *(BA Core – BA Only)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)
This course identifies management concerns unique to small businesses. It introduces the requirements necessary to initiate a small business, and identifies the elements comprising a business plan. The course presents information establishing financial and administrative controls, developing a marketing strategy, managing business operations, and the legal and government relationships specific to small businesses.
Prerequisite: MGT2050

ECO2070 Microeconomics *(BA Core)*
(4.0 quarter credits; 40 clock hours, 80 outside hours)

In this course, students will learn to apply an analytical approach to the study of how individuals and societies deal with the fundamental problem of scarce resources. This approach is applied to everyday decisions faced by individuals as they try to maximize their utility, to businesses that try to maximize profits and to the whole of society as it attempts to use its resources efficiently. A key foundation of a free society is an educated population. In this course students will develop and apply critical-thinking skills to economic issues. They will develop a foundation of economic reasoning that will help them to better understand the world in which they live and their role in it.

They will gain an understanding of how economic issues impact them and society on an international, national, and local level. The following global outcomes have been designed into this course: critical thinking, problem solving, writing, cultural literacy, information literacy, and use of technology. Use economic, government, corruption, market access, currency trends, and infrastructure analysis to evaluate the feasibility of doing business in a specific country.
Prerequisite: ECO2080 and MAT1010

BUS4100 Business Applications *(BA Capstone – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is a capstone course for business students. The course provides students the opportunity to apply the knowledge acquired in their business degree program to advanced real- world situations. Students will draw on their broadened awareness of various environmental influences (e.g. social and political) to solve real-world business problems in a web-based computer business simulation.
Prerequisite: **Senior status**, (Min.20 courses of core requirements required)

MGT4100 Strategic Management *(BA Capstone – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is a culminating experience capstone course for majors in business administration. This course requires case/report writing and the ability to integrate material from previous courses to analyze and resolve complex business strategic planning problems. A practical, integrative model of the strategic-management process is introduced. Basic activities and terms in strategic management are defined, and the benefits of strategic management are presented. Important relationships between business ethics and strategic management are discussed. *Prerequisite:* **Senior status**, (Min.20 courses of core requirements required)

LIT201 Masterpieces of World Literature *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
A study of several well-known masterpieces of world literature. Students synthesize the knowledge and critical reading and writing strategies learned in previous courses to embark on an in-depth analysis of world literature.

ENG103 Intensive Grammar *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
An intensive examination of English grammar. This course is designed to improve the student's communication skills by emphasizing grammar, word usage, conciseness, clarity, punctuation, spelling, and word study.

MGT275 Money and Banking *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
The course provides basic knowledge of the economics of money, banking and financial markets. The American monetary and financial institutions, the banking structures and functions, and the fiscal policy & monetary policy will be introduced. The course focuses on how the interest rate is determined, the concept of money, the role of financial institutions, and the policies that affect the economy as a whole. Other issues like the banking and financial crisis, the reactions and the resolutions will be discussed.

MGT280 Business Law II *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
 The course emphasizes partnerships, corporations, insurance, suretyship, carriers, shippers, and accountant's responsibility.
Prerequisite: BUS2060

MGT271 Financial Management *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course serves as a survey of the essentials of business finance as applied to corporations, small firms, and governmental units. Topics include financial needs, financial institutions, and financial instruments; concepts of risk and return; ratio analysis; capital budgeting; interest rates; and liability management.
Prerequisite: FIN2400, ACC 2020 / ACC 2030

MKT3050 Entrepreneurial Marketing *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
Students will gain insights essential for marketing their entrepreneurial venture utilizing innovative and financially responsible marketing strategies. Students will analyze marketing philosophies implemented by successful entrepreneurs. Students will develop a marketing plan for a selected venture. Components of the plan include market research, customer focus, quality, pricing and advertising.
Prerequisite: MKT2050

MKT4050 Marketing Research and Strategy *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course studies the marketing research and strategy from the perspective of the general manager. The class will build upon fundamental marketing concepts to develop a framework for analyzing complex marketing opportunities and challenges. Specific topics include marketing research, marketing strategy, promotion, pricing, channels of distribution, branding, and sales.
Prerequisite: MKT2050

LDR3030 Leadership Theory *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is an overview of leadership and leadership theory as it pertains to businesses and organizations. It also touches on the following: the nature of managerial work, perspectives on

effective leadership behavior, empowerment, management traits and skills, types of leadership, and trends in leadership for the future.
Prerequisite: BUS1090, MGT2050

MKT4060 E-Commerce *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course is a study of e-commerce and its impact on business. The course provides a framework for understanding e-commerce, including possible marketing opportunities, as well as implementation and organization issues involved in capitalizing on e-commerce.
Prerequisite: MKT 2050, BUS 1090

MKT4020 Consumer Behavior and Marketing *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course will prepare students to understand consumer behaviors as related to established business models.
Prerequisite: MKT2050, MGT210

HRM4040 Labor Relations & Negotiations *(BA Elective – BA Only)*
        (4.0 quarter credits; 40 clock hours, 80 outside hours)
This course examines the impact of relevant labor relations and negotiations issues that explore the changing relationships in the workplace that have taken their toll on the traditional collective bargaining and labor relation's processes.
Prerequisite: MGT230, MGT2050

12.3 Bachelor of Science in Prelicensure Nursing (LA Campus)

NURSING MISSION STATEMENT

The mission of the nursing program is to create a learner-centered environment that supports the education of students who will improve human health and the U.S. healthcare delivery system through application of critical thinking to a deep knowledge of nursing theory and practice.

NURSING VISION STATEMENT

The vision of the nursing department is to become a center of nursing academic excellence through nursing education that is learner-centered, interpersonally supportive, engaging, innovative, success-oriented, and technologically responsive to a rapidly changing student population and health care delivery system.

NURSING PHILOSOPHY

We believe that the purpose of nursing education is to prepare the next generation of nurses who have the knowledge, skills and attitudes necessary to continuously improve the quality, safety, and effectiveness of nursing practice, which may focus on patient and family care, population health, nursing research, nursing education, or management of systems of care. Nursing knowledge, skills, and attitudes advance from simple to complex as students' progress through different levels of nursing education and become self-directed lifelong learners.

Knowledge, skills, and attitudes are the foundation upon which nursing judgment develops. Knowledge is defined as the integration of data and information into an organized cognitive structure which allows the nurse to understand the meaning of data and information. Study of best evidence populates the cognitive structure with tested facts, processes, and protocols. Through application of knowledge, critical thinking and nursing judgment, the nurse understands nursing phenomena, makes wise decisions that improve the health of individuals, families, communities and populations. The fundamental structure of nursing education is designed to develop nursing knowledge and clinical judgment through formal and informal learning experiences.

Nursing skills include the cognitive, psychomotor and affective competencies required to use professional, clinical judgment to assess patients, to select and apply nursing interventions designed to produce desired patient care outcomes, and to continuously evaluate the outcomes of nursing services. Attitude is defined as the student's mental outlook in regards to the self as a professional nurse, and what that means for how the nurse conducts the self personally and professionally. Attitude leads to the development of professional identity and values, which informs the nurse's professional conduct. The development of professional identity involves personal reflection upon the standards and ethics of nursing practice. Attitude shapes the student's disposition toward

patients, colleagues, and the self as a nurse. The key attitude of nursing is caring toward other people. Caring is demonstrated through the nurse's compassion, respect for all persons, value for diversity, maintenance of competence through lifelong learning, and unwavering commitment to the quality and safety of patient care.

Nursing judgment is the outcome of applied, critical thinking skills to nursing practice. Nurses employ specialized knowledge and skills to provide evidence-based, culturally competent care in their efforts to improve the health of individuals, families, communities and populations. Nursing judgment and professional identity are enhanced through concepts of adult centered learning principles. As adult learners, nursing students are responsible for their own learning and incorporate self-directed activities relevant to practice oriented situations.

Educators facilitate student learning by functioning as partners, role models, coaches, and mentors of students in their discovery of new knowledge. Nursing educators assist the student to use study skills, prior life experience, and practical clinical learning to understand the nursing theory they are learning to develop their nursing knowledge, skills, and attitudes. Faculty members foster a spirit of inquiry by promoting personal reflection and incorporating the principles of evidence-based practice as students work to attain excellence in nursing practice.

PROGRAM TERMINAL OBJECTIVES (LEARNING OUTCOMES)

1. Master the knowledge, skills, and attitude required to become a professional nurse.
2. Identify and use best evidence to provide patient-centered nursing care throughout the lifespan to individuals, families, and populations.
3. Apply critical thinking and clinical judgment skills through use of the nursing process in the provision of nursing services.
4. Use communication skills, information technology, and decision support tools to deliver safe and high-quality nursing services.
5. Collaborate with the interdisciplinary care team in planning, implementing, and evaluating nursing care and care systems.
6. Use continuous quality improvement strategies, data on clinical outcomes, technology, and teamwork to promote safe and high-quality nursing care.
7. Provide culturally competent nursing care in order to serve the community as a responsible professional nurse.
8. Use information literacy, informatics knowledge, and skills to engage in lifelong learning.
9. Articulate a professional nursing identity based on the State Nurse Practice Act, Standards of Nursing Practice, and an ethical framework.

NURSING ORGANIZING CONCEPTS

Caring

> The essence of nursing is caring, defined as an interpersonal relationship characterized by a view of the patient as a holistic being, by unconditional acceptance of the patient, and by respect and positive regard for the patient. The caring relationship has the purpose of improving the wellbeing of the patient through the nurse's therapeutic use of self. Caring forms the basis for development of therapeutic relationships with patients and is integral to the science and art of nursing.

Patient-Centered Care

> Nurses develop therapeutic relationships that recognize the patient (individuals, families, or communities) as the source of control in the relationship. In patient centered care, nurses partner with patients to provide culturally competent, holistic, compassionate care grounded in respect for the patient's preferences, values, and needs.

Safety and Quality of Care

> Nurses deliver care consistent with current best evidence in a way that minimizes the risk of harm to persons and increases the likelihood that desired health outcomes will be attained.

Nursing Judgment

> Nursing judgment involves the application of critical thinking to nursing knowledge to make decisions about nursing diagnoses and the plan of care to achieve desired outcomes. Nurses use the nursing process make clinical judgments in order to deliver caring, competent, safe and high-quality nursing services.

Collaborative Care

> Collaborative care is defined as the nurse's participation as an integral member of an interdisciplinary healthcare team, which includes the patient/family. In order for the team to function effectively, nurses foster open communication, mutual respect, and shared decision making to achieve quality patient care.

Professional Identity

> Professional identity is the end product of a developmental process through which nursing students integrate their roles as care-givers, clinicians, patient advocates, health educators, and leaders who uphold legal and ethical standards of nursing practice.

Evidence-Based Practice

> Evidence-based practice originates as systematic inquiry that substantiates the best nursing practices to provide high quality, safe patient care. Evidence-based practice requires continuous, life-long learning as the method for improving and updating nursing practice.

CONCEPTUAL FRAMEWORK

Program Description

The Bachelor of Science in Prelicensure Nursing degree program (Prelicensure BSN) prepares learners to use critical thinking and clinical judgment in managing care of clients, and to use teamwork and leadership skills, professional and therapeutic communication skills and transcultural nursing skills in managing the care of individuals, families, and the community as well as the care systems the learner belongs to upon graduation. The graduate will be able to provide high quality, safe, evidence-based nursing services in various care delivery settings to diverse people.

<u>Weeks/Hours</u>: 120 weeks (Days & Evenings & Weekends) / 180 quarter credit units / 2540 Total In-Class Clock Hours

Prerequisites: High School Diploma/GED or equivalent
Credential: Bachelor Degree – Bachelor of Science in Prelicensure Nursing
2020 CIP Code**:** 51.3801 (Registered Nursing/Registered Nurse – RN, ASN, BSN, and MSN)
2018 SOC Code: 29-1141.00 (Registered Nurses)

Students are entitled to a list of the job classifications considered to be in the field of this educational program. To obtain this list, please ask an institutional representative or visit the links below and type in the job title or SOC code from the list of employment positions to look up more information:
https://www.bls.gov/soc/2018/
https://www.onetonline.org/find
http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx

Program Delivery: Residential & Online Distance Education – Blended

Blended Classroom, On-line courses, Laboratory courses, and Practicum experiences constitute the program delivery methods.

Delivery Methods: BS in Prelicensure Nursing program at Angeles College is available currently in two delivery methods: Residential and/or Synchronous Blended: Classroom/Theory, Skills Lab and Clinical Instruction.

Classroom/Theory Instruction may be delivered either as residential or synchronous blended. As a residential course, Angeles College will utilize traditional pedagogical methods of instruction in the physical classroom environment where a class of students is led by instructors within a scheduled structure of instruction and outside class work.

Skills Lab and Clinical Instruction may be delivered either as residential or synchronous blended. During Skills Lab or Clinical days, the students are pre-scheduled to perform their assigned term-appropriate skills checklist, either on the Campus Skills Laboratory or an affiliate Clinical facility (Residential) or live feed via Zoom Meeting/Google Meet/Canvas Conference (Synchronous Blended) The instructor may judiciously critique the students and be asked to repeat the process for a successful retry. For the latter delivery, once the Instructor deems the student competent, he/she will be scheduled to appear on Campus Skills Lab to perform final Return Demonstration to show skills competency. Clinical days may be 100% live or 50% live and 50% skills lab/simulation.

Synchronous Blended Delivery Expectations:

The instructors, staff and students will be oriented and trained to the instructional delivery platforms which include, but is not limited to: Zoom Meeting/Google Meet/Canvas Conference for the online lecture, participation and Q&A; CANVAS Learning Management System (LMS) for online

course shells; Elsevier-Evolve products and resources; and ATI platform for practice and proctored exams and NCLEX-preparation courses.

The Lead Instructor has the responsibility of ensuring compliance with all program practices. The CANVAS LMS has built-in features for tabulation of grades as attendance, homework/activities, quizzes, tests and exams are completed and submitted within the due date to provide real-time feedback for students viewing their academic progress. The Program Director will monitor bi-weekly all the online activities, recorded grades and other academic policies as expected.

The institution will also invest more in technology and training to subsequently streamline the number of online platforms used to simplify the process and increase efficiency of the educational delivery to the students.

Synchronous Blended courses utilizes CANVAS LMS which allow students access 24 hours a day, seven days a week on all published course syllabus, lectures, activities, course documents, PowerPoints, announcements, class work, assignments LIRN Library and other course content while keeping the regularly scheduled Classroom/Theory, Skills Lab and Clinical Instructions via live streaming (Zoom Meeting/Google Meet/Canvas Conference).

Essentially, instead of being in a physical classroom for the scheduled day and time, the students are in a virtual classroom for the same day and time. This allows the students much more flexibility, especially as response to emergencies and pandemics, unexpected or natural, while maintaining a face-to-face contact with the instructor similar to a typical, traditional education. Although virtual, the same academic rigor comparable to residential courses will apply.

Any in-house assessments (quiz, test or exam) will be given through the above-mentioned platforms electronically with time limit and will be proctored online in real-time by the respective instructor(s) or using the Proctorio application for the ATI proctored assessments to maintain the integrity and accuracy of the assessment(s).

Synchronous Blended Delivery Requirements:

Each instructor (upon hiring) and student (upon admission) is provided an Angeles College email address that is unique to them. The email provider is Google Services, which enable the instructor and student to utilize all of Google's applications including Google Meet, Google Docs, Google Sheets, Google Slides, etc.

Angeles College also subscribed to CANVAS LMS. Each Instructor and Student are registered to this platform using their AC email address by logging into https://angelescollege.instructure.com.

Both Instructor and Student needs to have a computer (desktop or laptop) with a working video camera and microphone and a reliable internet connection. While on a virtual classroom, Instructors are responsible for making sure that the live video cameras are on for all student in class to verify attendance, observe uniform and enable class participation. Attendance Roll call is conducted when

the class starts, after coming back from breaks and before ending the class. The same policy on Absence, Tardy, Code of Conduct, etc. are monitored in a Virtual Classroom.

The required textbooks and other materials currently being used in the residential courses have respective online resources available (ATI and various publishers) and are reading available for faculty use (after each Instructor registers for online access). In the students' version of available resources, they register online using the provided codes within their textbooks. Once registered, the students have access to all available online materials (PowerPoints, class activities, videos, practice tests, critical thinking skills, etc.)

BS in Prelicensure Nursing Program Admissions Requirements

General Admission

Applicants for the Bachelor of Science Degree in Prelicensure Nursing program must meet the following standards:

- Must meet the general admissions requirements stated in our School Catalog, Section 3. Admissions/Enrollment Information
- Submit a completed Angeles College application for admission
- Achieve a composite score of **60% or above** on the TEAS VII examination
- All courses in the General Education category can be transferred or credited with a grade of C or higher.
- For BIO100 Human Anatomy with Lab, BIO200 Human Physiology with Lab, and BIO300 Microbiology with Lab, should be with a grade of B- and with a general TEAS score of 60% and a science TEAS score of 54% to be credited for transfer.
- For Intermediate Algebra and Biostatistics should be with a grade of B-
- Please refer to the BSN program student handbook for the program specific additional admissions requirements.

Admission/Progression to the Core BSN Program

Acceptance into the Angele College Core Nursing BSPN program is competitive, and spaces are limited. Students admitted to the Core Nursing program must successfully pass a background check, urine drug screen, and physical examination as well as required immunizations review by his/her healthcare provider; complete Health Insurance Portability and Accountability Act (HIPAA) test, Confidentiality test, and American Heart Association Basic Life Support trainings, and maintain current health insurance.

In addition, students admitted to the Core-Nursing program must maintain a cumulative 2.5 GPA throughout the General Education aspect of the BSPN program and may retake the TEAS qualifying exam on or before the first week of Quarter 4 to improve their ranking for the selection process.

To advance from the general education courses into the clinical nursing curriculum, students must meet the following GPA and grade requirements:

- A cumulative GPA of 2.5 or higher in the required general education and science courses
- A grade of "B-" or higher in the required Anatomy, Physiology, and Microbiology course.
- A grade of "B-" or higher in Math (Algebra) and Biostatistics
- A grade of "C" or higher in all levels
- Earn a grade of Passing (P) in all laboratory classes (or any course graded on a Pass/Fail basis).
- Meet all level progression requirements stated in the BSN program student handbook.

All students accepted for admission/progression to the Core-BSN nursing program must attend an orientation session before they begin nursing classes in the sophomore year. Students will receive information about this in a welcome letter sent out by e-mail between the 5th and 8th week of the quarter.

Informational Competency (D.E. Admission Prerequisite):

In addition, distance education students are expected to have the computer skills necessary for online/blended delivery method. Students should be proficient in operating a personal computer and be able to:

- Start, shut down, and reboot a computer appropriately.
- Use a keyboard and mouse with accuracy and efficiency.
- Have the ability to gain access to the Internet.
- Access URLs (web addresses) on the Internet (World Wide Web) using familiar internet browsers.
- Use online search tools/engines to locate materials on the web.
- Troubleshoot a URL or link that is not working.
- Recognize when a "plug-in" is needed to view a particular web page element or file format.
- Print pages in the programs he or she uses, especially web browsers.
- Send, receive, reply to, and forward email.
- Send and receive email attachments (upload and download).
- Use a word processor, spreadsheet manager, or slide show presentation program to complete necessary assignments.
- Copy and paste text across documents and software applications.
- Save a document or other file to a particular location and/or in a particular format (doc/docx/pdf).

- Access files or document previously saved using computer file management systems (i.e. Windows explorer).

As part of the initial screening process, new students enrolling into the Distance Education program will receive an instructional email attached with the Enrollment Agreement and Orientation Packet from the Student Services Department. The student must download, complete, and send the files back to Student Services.

LVN TO BSN Applicant and LVN 30/45 Unit Option Admission

1. LVN Applicants to the BSN program must provide proof of current unobstructed licensure as a Licensed Vocational Nurse (LVN) in the State of California;
2. Obtain a criminal background clearance (information on how to obtain this clearance will be provided to students during the enrollment process). Failure to disclose a misdemeanor or felony may interfere with admission, clinical placement, or subsequent licensure as a Registered Nurse (for convictions other than minor traffic or parking violations).;
3. Attend the entire mandatory BSN Program Orientation (Please note that late arrivals to the orientation program will not be admitted to the orientation. Anyone leaving early will be marked absent. Students who arrive late or leave early will lose their place in the nursing program;
4. Signed acceptance of the Student Agreement (refer to "BSN Student Handbook – Appendix A – Student Agreement").

*Please note that foreign high school diplomas/credentials or their equivalent must have an official evaluation performed by an approved organization. Please refer to "BSN Transfer Credit Policy" for more information.

30/45 Unit Option Admissions Requirements - California

An applicant to the 30/45-unit option LVN program does not have to take an admission test for entry into the program. While most states do not recognize California's LVN 30- or 45-Unit Options and will not issue RN licenses to these LVNs, the Board of Nursing (BRN) in California mandates that every California school make the option available to Licensed Vocational Nurses (LVNs). The number of units (30 or 45) depends on quarter or semester options. Angeles College is on a quarter unit system and therefore a 30/45-unit option is mandated by law.

BSN AND LVN-BSN Applicants Transfer Credit Evaluation

BSN applicants requesting transfer credit evaluation must provide official transcripts to the registrar no later than the first day of the first quarter in which the student commences their education at Angeles College. Please see "BSN Transfer Credit Policy" for more information.

LVN-BSN Applicant Licensure Requirements

LVN to BSN applicants who possess a current unobstructed LVN license may be admitted into the ACLA BSN program so long as they meet all other specific program admission requirements. Transfer credit will be given for the following courses to those admitted specifically to BSN program: **Fundamentals, Fundamentals Clinical, Med-Surg I, Med-Surg I Clinical.**

LVN to RN 30/45 Unit Option

Angeles College offers a 30/45-unit option for Licensed Vocational Nurses (LVN) as required by the California Board of Registered Nursing (BRN). This is the same as the 30/45-Unit Option offered by schools using the Semester System rather than the Quarter System used by ACLA. Students considering taking the 30/45-unit option must meet with the Program Director or Assistant Program Director about career implications of this pathway, and must sign an affidavit confirming they understand the limitations of this option. Students who choose the 30/45-unit option will not receive a certificate or degree from Angeles College and are not considered a graduate of the College. Students interested in the 30/45-unit option must declare this option prior to enrolling in the ACLA BSN program. Once students have started the ACLA BSN program, the 30/45-unit option is not available. Financial aid is not available for students choosing the 30/45-unit option since this is not a pathway leading to a degree. More information can be found in the BSN Student Handbook.

Maximum Transfer Credit Allowance

Students must earn a minimum of 75% of their required credits (or hours) at Angeles College in the BSN program. This means that students must earn a minimum of **135 credits at ACLA** in order to earn a BSN degree from the College; a maximum of 45 credits of the required 180 credits may be transferred in for the BSN degree.

Transfer Credit Policy

Please refer to 6.12.1 Transfer Credits Policy for Degree Program and 6.12.4 Transfer of Credits Policy for Bachelor of Science in Prelicensure Nursing Program [See Notice of Addendum] in the School Catalog. This information is also available in the BSN student program handbook.

Progression Policy

Progression has two meanings in the BSN Program at Angeles College Los Angeles. First, students must meet certain standards to progress from one quarter to the next in the program. Second, students must meet very specific requirements to progress from Year 2 to Year 3 in the nursing program. Year 3 is the Year in which students begin to take care of real human patients in clinical facilities affiliated with Angeles College Los Angeles.

To progress from Year 1 to 2 students must meet the following criteria:

1. Pass all theory courses with a grade of "C" or better except for :
   - For (BIO100) Human Anatomy with Lab, (BIO200) Human Physiology with Lab, (BIO300) Microbiology with Lab, and (MAT101) Intermediate Algebra and (MTH 200) Introduction to Biostatistics must have to earn a GPA of (B-) (2.67) in Year 1 to progress to Year 2.
2. Earn a grade of Passing (P) in all clinical and laboratory classes (or any course graded on a Pass/Fail basis). Note: Nursing courses with a lab or clinical require the student to pass both the Theory and Clinical portions to progress. If a student fails either part of a course with a clinical or lab, both the theory and the clinical (or lab) must be retaken because the BRN requires that nursing theory courses and the accompanying clinical or lab course be taken together at the same time.
3. Maintain a cumulative GPA of 2.5 or higher.
4. Maintain a clear criminal background check throughout the program.
5. Adhere to all policies of Angeles College Los Angeles

To progress from Year 2 to Year 3, very significant additional criteria must be met. Students must:

1. Complete of all required Year 1 and Year 2 courses with a grade of C or better.
2. Complete all of the following courses with a grade of "B-" or better on the first or second attempt on the following courses: Anatomy, Physiology, and Microbiology.
3. Have a minimum cumulative GPA of 2.5 for the body of required Year 1 courses (which must have been taken in a regionally accredited or nationally accredited institution).
4. Have a clear criminal background check (no convictions other than minor traffic or parking violations) and drug screen (no illegal drugs or marijuana detected). Students/applicants with a criminal misdemeanor or felony conviction must make this known to the admissions staff <u>prior</u> to having a criminal background check done so it can be determined if the applicant/student will be able to get admitted to clinical placements.
5. Attend the entire mandatory BSPN Program Orientation. Note: Late arrivals to the orientation program will not be admitted to the orientation. Anyone leaving early will be marked absent. Students who arrive late or leave early will lose their place in the nursing program.
6. Meet health and vaccination requirements of clinical facilities in which Angeles College places students for clinical courses. Annual influenza vaccination is required. Note: Clinical facilities can change their policies without notice and students must meet any requirements of the clinical facilities contracted with Angeles College for meeting the requirements of clinical courses. These requirements include (but are not limited to): Evidence of no active infection with

tuberculosis (Mantoux test or chest X- Ray), proof of immunity to diphtheria, pertussis (whooping cough), tetanus, measles, mumps, rubella, influenza, and COVID 19 and its booster. Proof of vaccination is acceptable, or students can provide laboratory tests proving blood titers are adequate to provide immunity if vaccination records are not available. Note: Annual influenza vaccination is required.

Once the student is admitted to Year 3, the following additional requirements are necessary to progress from Term to Term in the program:

1. Adhere to nursing professional standards of behavior in all theory and clinical courses (see code of conduct policy for further information).
2. Pass the comprehensive final exam with a grade of 75% or better in every nursing theory course in order to pass that course.
3. Maintain an active professional liability policy and update the policy record with the Nursing Office when the policy is renewed.
4. Maintain a current American Heart Association CPR card throughout the program. (Note: Red Cross and other CPR cards do not meet this requirement). If the card is renewed, the student is required to submit a copy of the updated card to the Nursing Office.
5. Obtain up-to-date annual TB tests throughout the program. The student is responsible to provide the proof of TB testing to the Nursing Office prior to expiration of the prior year test.
6. The student must assume full responsibility for notifying the nursing office of renewal of any medical tests, certifications, and inoculations required to progress in the program. It is not the school's responsibility to remind students when certifications or tests are expiring—this is strictly a student responsibility. Students failing to renew requirements in a timely fashion will lose their place in their cohort and be required to apply for readmission to another cohort. Should a student allow a requirement to lapse, there is no guarantee of a place in another cohort.

 Refer to the BSN program student handbook for more information or any updates.

Retaking Courses

The grade earned by a student retaking a course as a regular student becomes the recorded grade for that course. If a course is repeated (due to failure) the original grade is changed to "RP" which is used to denote a repeated class and will not count in the calculation of the student's CGPA. The credits attempted in both courses will be considered calculated credits hours attempted for the purpose of determining Satisfactory Academic Progress (SAP).

GE courses: Students are only allowed to fail 3 consecutive or 3 nonconsecutive courses. Students who incur 3 failures (form the same or different courses) will be dismissed from the program.

Core Nursing Courses: Any student who fails or unsuccessfully completes any two courses or the same course twice, will be dismissed from the program. Please see the college catalog for more information under Course Withdraw and Dismissal Policies.

A student who previously withdrew from a course (GE and Core Nursing) 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 course being repeated before successfully completing the course, the student will receive a grade of "F" in the course. Please see the college catalog for more information under Course Withdraw and Dismissal Policies.

Preparation for NCLEX-RN

Angeles College Los Angeles (ACLA) planned of incorporating ATI CARP Products, ATI Capstone Course, and ATI-VIRTUAL (VATI) NCLEX® Review to prepare ACLA BSN graduates in taking their NCLEX-RN. Together with ATI CARP and ATI Capstone Course, ATI VATI is an innovative, online partnership that prepares nursing graduates for NCLEX success. The review directly aligns with the current NCLEX test plan. Through collaboration with a virtual coach, students are engaged in a personalized, assessment-driven NCLEX review. Students receive feedback and encouragement from their own personal online coach.

PRELICENSURE NURSING COURSE CURRICULUM

General Education and Cores Courses at Angeles College

    A. General Education Courses

Angeles College General Education Courses		Credit Hours	Course Level	Lower Division	Upper Division	Category Totals
Communication	LTY150: Information Literacy	2.0	100	2.0		13.0
	ENG101: English Composition I	4.0	100	4.0		
	COM100: Public Speaking	3.0	100	3.0		
	ENG102: English Composition II	4.0	100	4.0		
Math	MAT101: Intermediate Algebra	4.0	100	4.0		8.0
	MTH200: Introduction to Biostatistics	4.0	200	4.0		
Humanities	ART202: Art History	4.0	200	4.0		8.0
	PHI305: Philosophy of Ethics	4.0	300		4.0	
Science	NUT335: Nutrition and Diet Therapy	4.0	300		4.0	4.0
Biological Science	BIO100: Human Anatomy with Lab	6.0	100	6.0		18.0
	BIO200: Human Physiology with Lab	6.0	200	6.0		
	BIO300: Microbiology with Lab	6.0	300		6.0	
Social Science	PSY101: Introduction to Psychology	4.0	100	4.0		12.0
	PSY250: Human Development Lifecycle	4.0	200	4.0		

	Credit Hours	Course Level	Lower Division	Upper Division	Category Totals
SOC300: Sociology of Diversity	4.0	300		4.0	
Total Angeles College General Education Credits	**63.0**		**45.0**	**18.0**	

B. Nursing Courses

Angeles College Nursing Courses		Credit Hours	Course Level	Lower Division	Upper Division	Category Totals
Nursing Core Courses	NSG300: Professional Issues in Nursing	4.0	300		4.0	103.0
	NSG307: Pathophysiology	5.0	300		5.0	
	NSG310: Health Assessment	4.0	300		4.0	
	NSG310L: Health Assessment Lab	2.0	300		2.0	
	NSG302: Nursing Informatics	4.0	300		4.0	
	NSG320: Pharmacology I	4.0	300		4.0	
	NSG330: Foundation of Nursing Practice	5.0	300		5.0	
	NSG330C: Foundation of Nursing Practice Clinical	3.0	300		3.0	
	NSG340: Gerontological Nursing	4.0	300		4.0	
	NSG340C: Gero Nursing Clinical	2.0	300		2.0	
	NSG350: Medical Surgical Nursing I	4.0	300		4.0	
	NSG350C: Medical Surgical Nursing I Clinical	3.0	300		3.0	
	NSG355: Evidence Based Practice	4.0	300		4.0	
	NSG360: Pharmacology II	4.0	300		4.0	
	NSG370: Medical Surgical Nursing II	4.0	300		4.0	
	NSG370C: Medical Surgical Nsg II Clinical	3.0	300		3.0	
	NSG400: Mental Health Nursing	4.0	400		4.0	
	NSG400C: Mental Health Nursing Clinical	3.0	400		3.0	
	NSG410: Women's Health Nursing	4.0	400		4.0	
	NSG410C: Women's Health Nursing Clinical	3.0	400		3.0	
	NSG414: Health Policy and Finance	4.0	400		4.0	
	NSG410: Pediatrics	4.0	400		4.0	
	NSG410C: Pediatrics Clinical	3.0	400		3.0	
	NSG431: Epidemiology	4.0	400		4.0	
	NSG450: Clinical Quality & Safety	4.0	400		4.0	
	NSG460: Med-Surg III	4.0	400		4.0	
	NSG460C: Med-Surg III Clinical	3.0	400		3.0	
	NSG490L: Transition to Practice Workshop/Lab	4.0	400		4.0	
	NSG430: Population Health Nursing	4.0	400		4.0	14.0
	NSG430C: Population Health Nursing Clinical	3.0	400		3.0	
	NSG440: Leadership & Management	4.0	400		4.0	
	NSG440C: Leadership & Mgmt. Clinical	3.0	400		3.0	
Total Angeles College Core Nursing Credits		**117.0**		**0**	**117.0**	
Total Angeles College Credits (Gen Ed + Nursing)		**180.0**		**45.0**	**135.0**	

Bachelor of Science in Nursing Curriculum Plan

Qtr	Course#	Course Name	Required Nursing Content		Credits	Contact Hours	General Education Hours	General Education Category	Credits/ Total Quarter Units
			Theory	Clinical/ Lab					
1	LTY150	Information Literacy	2		2	20	2	English	17
	ENG101	English Composition I	4		4	40	4	English	
	MAT101	Intermediate Algebra	4		4	40	4	Math	
	ART202	Art History	4		4	40	4	Arts/Hum/Lng	
	COM100	Public Speaking	3		3	30	3	English	
		TOTAL	**17**		**17**	**170**	**17**		
2	ENG102	English Composition II	4		4	40	4	English	18
	MTH200	Introduction to Biostatistics	4		4	40	4	Math	
	PSY101	Introduction to Psychology	4		4	40	4	Soc Science	
	BIO100	Human Anatomy with Lab	4	2	6	80	6	Biological Science	
		TOTAL	**16**	**2**	**18**	**200**	**18**		
3	BIO200	Human Physiology with Lab	4	2	6	80	6	Biological Science	14
	SOC300	Sociology of Diversity	4		4	40	4	Social Science	
	PHI305	Philosophy of Ethics	4		4	40	4	Social Science	

		TOTAL	**12**	**2**	**14**	**160**	**14**		
4	BIO300	Microbiology with Lab	4	2	6	80	6	Biological Science	14
	NUT335	Nutrition and Diet Therapy	4		4	40	4	Science	
	PSY250	The Human Development Lifecycle	4		4	40	4	Soc Science	
		TOTAL	**12**	**2**	**14**	**160**	**14**		
5	NSG414	Health Policy and Finance	4		4	40			14
	NSG300	Professional Issues in Nursing	4		4	40			
	NSG310	Health Assessment	4		4	40			
	NSG310L	Health Assessment Lab		2	2	40			
		TOTAL	**12**	**2**	**14**	**160**			
6	NSG307	Pathophysiology	5		5	50			17
	NSG320	Pharmacology-1	4		4	40			
	NSG330	Foundations of Nursing Practice	5		5	50			
	NSG330C	Foundations of Nsg Practice Clinical		3	3	90			
		TOTAL	**14**	**3**	**17**	**230**			
7	NSG340	Gerontological Nursing	4		4	40			14
	NSG340C	Gero Nursing Clinical		2	2	60			
	NSG360	Pharmacology-2	4		4	40			

	NSG355	Evidence Based Practice	4		4	40				
8	NSG350	Medical Surgical Nursing I	4		4	40				15
	NSG350C	Medical Surgical Nursing I Clinical		3	3	90				
	NSG302	Nursing Informatics	4		4	40				
	NSG431	Epidemiology	4		4	40				
		TOTAL	**12**	**3**	**15**	**210**				
9	NSG370	Medical Surgical Nursing II	4		4	40				14
	NSG370C	Med-Surg Nsg II Clinical		3	3	90				
	NSG400	Mental Health Nursing	4		4	40				
	NSG400C	Mental Health Nursing Clinical		3	3	90				
		TOTAL	**8**	**6**	**14**	**260**				
10	NSG410	Women's Health Nursing	4		4	40				14
	NSG410C	Women's Health Nursing Clinical		3	3	90				
	NSG420	Pediatrics	4		4	40				
	NSG420C	Pediatrics Clinical		3	3	90				
		TOTAL	**8**	**6**	**14**	**260**				
11	NSG430	Population Health Nursing	4		4	40				14
	NSG430P	Population Health Nursing Clinical		3	3	90				

	NSG440	Leadership & Management	4		4	40			
	NSG440P	Leadership & Mgmt. Clinical		3	3	90			
		TOTAL	**8**	**6**	**14**	**260**			
12	NSG460	Med-Surg III	4		4	40			15
	NSG460C	Med-Surg III Clinical		3	3	90			
	NSG450	Clinical Quality and Safety	4		4	40			
	NSG490L	Transitions to Practice Workshop/Lab		4	4	120		*Note: VATI*	
			8	**7**	**15**	**290**			
		TOTAL	**139**	**41**	**180**	**2540**	**63**		**180**

LVN 30/45 Unit Option Courses Curriculum Plan

Qtr	Course #	Course Name	Required Nsg Content		Credits	Contact Hours	General Ed Hours	General Ed Category	Credits/Total Quarter Unit
			Theory	Clinical/Lab					
3	BIO100	Human Anatomy with Lab	4	2	6	80	80	Biological Science	6
		TOTAL	**4**	**2**	**6**	**80**	**80**		
4	BIO200	Human Physiology with Lab	4	2	6	80		Biological Science	6
		TOTAL	**4**	**2**	**6**	**80**	**80**		
5	BIO300	Microbiology with Lab	4	2	6	80	6	Biological Science	6
		TOTAL	**4**	**2**	**6**	**80**	**80**		
7	NSG340	Gerontological Nursing	4		4	40			6
	NSG340C	Gerontological Nursing Clinical		2	2	60			
		TOTAL	**4**	**2**	**7**	**100**			
9	NSG370	Medical-Surgical Nursing 2	4		4	40			14
	NSG370C	Medical-Surgical Nursing 2 Clinical		3	3	90			
	NSG402	Mental Health Nursing	4		4	40			

	NSG402C	Mental Health Nursing Clinical		3	3	90			
		TOTAL	**8**	**6**	**14**	**260**			
11	NSG440	Leadership and Management	4		4	40			7
	NSG440P	Leadership and Management Clinical Practicum		3	3	90			
		TOTAL	**4**	**3**	**7**	**130**			
	TOTAL		**28**	**17**	**45**	**730**			**45**

Course Pre-Requisites List

Course	Prerequisites
ENG102 English Composition II	ENG101 English Composition I
MTH200 Biostatistics	MAT101-Intermediate Algebra
PSY250-Human Development Lifecycle	PSY101-Introduction to Psychology
BIO200 Human Physiology with Lab	BIO100 Human Anatomy with Lab
BIO300 Microbiology with Lab	BIO100 Human Anatomy with Lab and BIO 200 Human Physiology with Lab
NSG310-Health Assessment NSG310L -Health Assessment Lab	BIO100 Human Anatomy with Lab, BIO 200 Human Physiology with Lab, and BIO 300 with Lab
NSG300 Professional Issues in Nursing	SOC300 Sociology of Diversity and PHI305 Philosophy of Ethics
NSG414 Health Policy and Finance	SOC300 Sociology of Diversity and PHI305 Philosophy of Ethics
NSG310-Health Assessment NSG310L Health Assessment Lab	BIO100 Human Anatomy with Lab and BIO200 Human Physiology with Lab, and PSY250 The Human Development Cycle
NSG330-Foundations of Nursing Practice NSG330C-Foundations of Nursing Practice	NSG310-Health Assessment NSG310L-Health Assessment Lab
NSG307 Pathophysiology	BIO100 Human Anatomy with Lab and BIO 200 Human Physiology with Lab, and BIO300 Microbiology with Lab
NSG320 Pharmacology 1	MAT101-Intermediate Algebra BIO100 Human Anatomy with Lab and BIO 200 Human Physiology with Lab, and BIO300 Microbiology with Lab
NSG340-Gerontological Nursing NSG340C- Gerontological Nursing Clinical	NSG330-Foundations of Practice NSG330C -Foundations of Practice Clinical
NSG360 Pharmacology 2	NSG320 Pharmacology 1
NSG355 Evidence-Based Practice	MTH200 Biostatistics
NSG341 Epidemiology	MTH200 Biostatistics BIO300 Microbiology with Lab
NSG350-Medical Surgical Nursing I NSG350C-Medical Surgical Nursing I Clinical	NSG330-Foundations of Practice NSG330C -Foundations of Practice Clinical, NSG320 Pharmacology 1, and NSG360 Pharmacology 2
NSG370-Medical Surgical Nursing II NSG370C -Medical Surgical Nursing II Clinical	NSG350-Medical Surgical Nursing I NSG350C-Medical Surgical Nursing I Clinical
NSG460-Medical Surgical Nursing III NSG460C-Medical Surgical Nursing III Clinical	NSG370-Medical Surgical Nursing II NSG370C -Medical Surgical Nursing II Clinical
NSG400-Mental Health Nursing NSG400C-Mental Health Nursing Clinical	NSG330-Foundations of Nursing Practice, NSG330C -Foundations of Practice Clinical, NSG350Medical Surgical Nursing I, and NSG350C-Medical Surgical Nursing I Clinical

NSG410-Women's Health Nursing NSG410C-Women's Health Nursing Clinical	NSG330-Foundations of Nursing Practice, NSG330C -Foundations of Practice Clinical, NSG350- Medical Surgical Nursing I, NSG350C-Medical Surgical Nursing I Clinical NSG370-Medical Surgical Nursing II NSG370C -Medical Surgical Nursing II Clinical
NSG420-Pediatrics NSG420C-Pediatrics Clinical	NSG330-Foundations of Nursing Practice, NSG330C -Foundations of Practice Clinical, NSG350Medical Surgical Nursing I, NSG350C-Medical Surgical Nursing I Clinical NSG370-Medical Surgical Nursing II NSG370C -Medical Surgical Nursing II Clinical
NSG430-Population Health Nursing NSG430C-Population Health Nursing Clinical	NSG330-Foundations of Nursing Practice, NSG330C -Foundations of Practice Lab, NSG350Medical Surgical Nursing I, NSG350C-Medical Surgical Nursing I Clinical NSG370-Medical Surgical Nursing II NSG370C -Medical Surgical Nursing II Clinical NSG400- Mental Health Nursing NSG400C- Mental Health Nursing Clinical NSG410-Women's Health Nursing NSG410C-Women's Health Nursing Clinical NSG420-Pediatrics, and NSG420C-Pediatrics Clinical
NSG440-Leadership & Management NSG440C-Leadership & Management Clinical	NSG370-Medical Surgical Nursing II NSG370C -Medical Surgical Nursing II Clinical NSG400-Mental Health Nursing NSG400C-Mental Health Nursing Clinical NSG410-Women's Health Nursing NSG410C-Women's Health Nursing Clinical NSG420-Pediatrics, and NSG420C-Pediatrics Clinical
NSG450- Clinical Quality and Safety	MTH200 Biostatistics, NSG414 Health Policy and Finance, NSG370-Med-Surg II, NSG440-Leadership & Management, and NSG440C-Leadership & Management Clinical
NSG490-Transitions to Practice Workshop/Lab	All pre-nursing and nursing courses

Course Descriptions:

Course Numbering for the Bachelor of Science in Nursing Program

- **Lower-Division Courses**
  Lower-division courses are those offered at the 100 and 200 levels (1000 and 2000 levels in the old curriculum) and are not limited to students majoring in the field in which the courses are offered. Lower-division courses generally do not have extensive college-level prerequisites.

- **Upper-Division Courses**
  Upper-division courses are those offered at the 300 and 400 levels (3000 and 4000 levels in the old curriculum) and require substantial college-level preparation on the part of the student. Upper-division courses generally indicate in their course descriptions a recommended background in which students should expect their coursework to build upon.

LTY150 Information Literacy
　　(2.0 quarter credits; 20 clock hours, 60 outside hours)
This course is designed to help students develop basic critical thinking skills and research strategies necessary to interpret requirements of course assignments, formulate research topics and questions, identify needed information materials, access, retrieve, evaluate, and use electronic, print, and web resources. The course is organized to assist students to effectively use the Library, understand knowledge production and organization, and cultivate research skills to retrieve, manage and preserve academic integrity.

ENG101 English Composition I (Business Writing)
　　(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course is focused on developing students' communication skills in an academic setting in order to effectively participate in academic discourse. Emphasis will be on cultivating the ability to recognize appropriate resources for academic research, understanding each facet of an APA-style research paper, and effectively organizing both others' and one's own ideas within their writing. Students will explore ways in which they can present their thoughts through writing and oral reporting in response to others' ideas.

MAT101 Intermediate Algebra
　　(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course is designed to provide students with fundamental algebraic concepts and the necessary skills needed to solve and formulate algebraic problems. This course will also help students to develop their logical thinking and problem-solving skills; students will have the opportunity to apply their prior knowledge and to make connections of algebraic concepts to real life applications. Furthermore, students will be required to communicate mathematical ideas using symbolic and written forms. Topics in this course include laws of exponents, factoring, inequalities, polynomials, roots, linear and quadratic equations, complex numbers, rational functions, systems of equations, exponential, logarithmic functions, and inverse functions.

ART202 Art History
(4.0 quarter credits; 40 clock hours, 120 outside hours)

Art History course provides the opportunity for students to attain an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. The students will specifically address the spectrum of art history that ranges from prehistoric times to modern times.

COM100 Public Speaking
(3.0 quarter credits; 30 clock hours, 90 outside hours)

This course is focused on developing students' public speaking skills for a variety of contexts in order to become effective communicators, as well as the recognition of effective communication as an audience member. Emphasis will be on the organization and presentation of ideas through workshop-style development. Students will explore public speaking as a tool to inform and persuade both auditory and visually for both academic and professional pursuits in the digital age.

ENG102 English Composition II
(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course is focused on applying students' communication skills to analyze and respond to readings. The goal of this course is to sharpen students' writing and critical thinking skills by developing skills in reading and subsequent response. Emphasis will be on both written and oral communication within a multicultural context, namely in the form of response and synthesis. Students will explore different themes within literary works in order to receive an introduction to American literature, as well as different writing styles to effectively synthesize and communicate broader ideas in an academic setting.
Prerequisite: ENG101

MTH200 Introduction to Biostatistics
(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course is an introduction to descriptive and inferential statistics in nursing. It focuses on understanding the correct use of various statistics, and how to interpret findings. Evaluation of nursing and healthcare research reports to determine the value of findings for evidence-based nursing practice is emphasized. Biostatistics is designed to develop students' reasoning and critical thinking through use of applied math skills to determine appropriate use of statistical tools to advance evidence-based practice. Critical evaluation of research articles facilitates advancement of clinical judgment skills. Course units are arranged by the instructor to facilitate student success and to meet the course goals.
Prerequisite: MAT101

PSY101 Introduction to Psychology
(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course surveys the major principles of psychology. Introduces the history of psychology, human development, personality, abnormal behavior, social psychology, feelings and emotions, research methodologies, experimental psychology, psychophysiology, learning and memory, altered states of awareness, sleep and dreams, and industrial and organizational psychology.

NUT335 Nutrition and Diet Therapy
(4.0 quarter credits; 40 clock hours, 120 outside hours)

Students learn about the major macro and micronutrients relevant to human health. The focus is on the scientific rationale for defining nutritional requirements across the lifespan in healthy individuals, with reference to specific phases of life such as infancy, childhood, adulthood, pregnancy, lactation, and old age. This course presents current evidence for the role of key nutrients in the prevention and treatment of disease. Students will prepare a personal nutrition plan for optimal health.

Nutrition and Diet Therapy is designed to help students understand the role of nutrition in human health. Students develop critical thinking and analytic skills through conducting a nutritional analysis and treatment plan for the health effects of particular nutritional deficiencies. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

SOC300 Sociology of Diversity
(4.0 quarter credits; 40 clock hours, 120 outside hours)

Sociology of diversity is designed to help students to learn how to examine the role of race, gender, culture, ethnicity and class in how people are valued in American Society. Introduces students to the study of the effects of culture on individuals' world view, values, and behavioral expectations. Students explore the effects of divergent expectations on group identity, on intergroup conflict and on marginalization of minority groups in a multi-ethnic society. Focuses on exploring the ways cultural variation contributes to the richness of the human experience, and ways to promote cross cultural understanding.

BIO100 Human Anatomy with Lab
(6.0 quarter credits; 80 clock hours, 120 outside hours)

This course provides an introduction study to the structures of the human body with emphasis on fundamental concepts of microscopic tissue structure, gross structures of organs, and body systems. The study of anatomy is presented with lecture and supportive clinical applications conducted in anatomy lab. This course consists of a total of 80 hours, 40 hours of theory and 40 hours of science lab.

PHI305 Philosophy of Ethics
(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course introduces the tools and perspective to understand the world from a Philosophical point of view. Student will learn the importance of ethics in decision making. Ethics is the study of what constitutes right and wrong, good and bad. The process of ethical deliberation is introduced.

Philosophy of ethics is designed to develop students' critical thinking through the basis of morality, moral decision making, and the role of religion in morality. Learning is encouraged through exploration of current ethical dilemmas in American society. Students learn to develop arguments both for and against a particular controversial ethical problem, and to select and defend their own position. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

BIO200 Human Physiology with Lab
(6 quarter credits; 80 clock hours, 270 outside hours)
This course provides an introduction to human physiology. The foundations of physiology are explored utilizing the basic principles of physics, chemistry, cell biology, and biochemistry. The laboratory component of the course emphasizes the concepts presented during class lecture. This course consists of a total of 80 hours, 40 hours of theory and 40 hours of science lab.
Prerequisite: BIO100

NSG414 Health Policy and Finance
(4.0 quarter credits; 40 clock hours, 120 outside hours)
Focus is on the development of health policy at the local, state and national levels. The influences of economics, political values and social values on investments in a population's health are explored. Implications of various methods of financing healthcare are discussed in the context of population health outcomes and health disparities.

PSY250 The Human Development Lifecycle
(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course introduces the concepts of Human growth and development across the lifespan. Normal physical, psychological, and social changes across the lifespan are considered. Emphasis is placed on normal developmental tasks of infancy, childhood, adolescence, and through the phases of adulthood from young adulthood through advanced old age. Human Development Lifecycle is designed to help students develop their ability to relate human behavior to normal maturation and accomplishment of developmental tasks throughout the lifespan. Course units are arranged by the instructor to facilitate student success and to meet the course goals.
Prerequisite: PSY101

BIO300 Microbiology with Lab
(6.0 quarter credits; 80 clock hours, 120 outside hours)
This course is the study of microorganisms, including their discovery, morphology, metabolism, genetics, growth requirements, and most importantly, their roles in infectious diseases. This course is recommended for nursing and allied health students. Other major topics covered are virology, immunology, and methods of control of microorganisms. The labs include microscopy, aseptic technique in the handling of bacteria, and isolation, cultivation, staining, identification, and control of bacterial populations. The laboratory component   of the course emphasizes the concepts presented during class lecture. This course consists of a total of 80 hours, 40 hours of theory and 40 hours of science lab.
Prerequisite: BIO100 and BIO200

NSG300 Professional Issues in Nursing
(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course explores current professional issues in nursing in the context of nursing history. Themes include patient centered care, safety, quality of care, ethics, nursing professionalism and the Magnet movement. Students explore legal issues in nursing including regulation of practice through the California Nurse Practice Act and U.S. Federal health laws and regulations.

Consideration is given to the American Nurse's Association's two publications Scope and Standards of Nursing Practice and Nursing's Social Policy Statement. Current national nursing priorities studied include patient safety initiatives, holistic care, and patient-centered care. Professional Issues in Nursing is designed to help students begin to develop a professional identity as an ethical, caring nurse. Students develop critical thinking through individual and group work conducting an analysis and evaluation of current trends affecting the profession. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

NSG310 Health Assessment
(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course deals with the theory and practice of human physical assessment in health and illness. A systematic process for obtaining, evaluating, and critically analyzing health data is used. A patient-centered care approach is emphasized. Students study therapeutic communication to obtain a health history and other information from patients, and to perform a nursing assessment for the purpose of formulating nursing diagnoses and plans of care. Patient safety is considered in all aspects of assessment. Nursing Assessment is designed to advance students' critical and analytic thinking skills through analysis of the relationship between physical and psychological signs and symptoms and their meaning in terms of human health and illness. Course units are arranged by the instructor to facilitate student success and to meet the course goals.
Prerequisite: BIO100 with Lab, BIO200 with Lab, BIO300 with Lab

NSG310L Health Assessment Lab
(2.0 quarter credits; 40 clock hours, 0 outside hours)
Students conduct physical assessments of healthy and ill persons in nursing laboratory and clinical settings. Course provides opportunities for supervised practice in use of a systematic process for obtaining, evaluating, and critically analyzing health data using a patient centered approach. Students use therapeutic communication skills in patient interviews and during physical assessments. Patient safety is considered in all aspects of assessment.

Nursing Assessment is designed to advance students' physical skills and critical and analytic thinking skills through hands-on physical assessments in the nursing lab. They will conduct analysis of the relationship between physical and psychological signs and symptoms and their meaning in terms of human health and illness. Course units are arranged by the instructor to facilitate student success and to meet the course goals.
Prerequisite: BIO100 with Lab, BIO200 with Lab, BIO300 with Lab Corequisite: NSG310

NSG307 Pathophysiology
        (4.0 quarter credits; 40 clock hours, 120 outside hours)
This course focuses on concepts of pathophysiology essential to understanding alterations in body systems and developing clinical decision making for health promotion, risk reduction, and disease management. Students analyze normal physical adaptation and defense processes against disease and injury. Common health risk factors and etiologies of specific diseases are studied in the context of associated bodily changes. Physical adaptation capabilities of the body designed to maintain health and recover from disease and injury are examined. Students study how normal adaptive processes are influenced by chemical, microbial, genetic and/or psychological stressors and typical bodily changes when adaptive processes are insufficient to the challenge.

Pathophysiology is designed to advance students' analytic skills through analysis of effects of diseases on the structure and functioning of the human body. Course units are arranged by the instructor to facilitate student success and to meet the course goals.
Prerequisite: BIO100 with Lab, BIO200 with Lab, BIO300 with Lab

 NSG320 Pharmacology I
        (4.0 quarter credits; 40 clock hours, 120 outside hours)
The Pharmacology 1 course discusses several concepts relevant to the nurse practice and in relation to pathophysiology. It advocates the administration of medication with safety and precision while focusing on medication safety through medication monitoring and patient education. Topics include general pharmacological concepts, administration and risk reduction, safety of medication use, types of medications by system; pain management, life span considerations, herbals and other supplements. The nurse must plan and implement care in a manner that involves the patient as an active participant in decisions affecting the care. Therefore, the primary concern throughout this course is the integration of patient teaching about drug therapy to enable the patient to reach therapeutic goals and attain an optimum level of health. Other topics include cultural aspects of pharmacology, patient adherence strategies and the ability to validate patient understanding to ensure that the individual has the ability to provide safe self-care and monitoring of the prescribed treatment plan. With its emphasis on the seven Rights of Drug Administration i.e. right drug, right time, right indication, right dosage, right patient, right route, and right documentation; this course will provide students with the information needed to provide safe, effective nursing care for patients receiving drug therapy.
Prerequisite: Mth101, BIO100 with Lab, BIO200 with Lab, BIO300 with Lab

NSG330 Foundations of Nursing Practice

(5.0 quarter credits; 50 clock hours, 150 outside hours)

The Foundations of Nursing course teaches the basic concepts and skills nurses need to begin providing care to patients. Students learn the concepts of patient centered care, and continue to practice assessment skills, and begin learning the nursing process as a means to plan and implement nursing care. Topics include the nursing process, clinical decision making, law and ethics applicable to nursing, an overview of the healthcare system, health promotion and illness prevention, client safety, and an introduction to care of clients with system alterations. In the beginning of the course, the students identify nursing interventions designed to promote wellness and prevent complications. The concept of patient safety is emphasized; learn how to establish a nurse-patient relationship; use professional communication skills to interact with patients and the health care team. Care documentation skills are taught. Critical thinking skills are used to address social, cultural, family, and health needs of assigned clients. Professional standards and legal implications are introduced.

Co-requisite: NSG330C
Prerequisite: NSG310 and NSG310L

NSG330C Foundations of Nursing Practice Clinical

(3.0 quarter credits; 90 clock hours, 0 outside hours)

Fundamentals of Nursing Practice Clinical provides the student knowledge, skills, and attitude nurses need to begin providing care to patients through skills lab and clinical exposure. The students learn the practical application of basic care skills and synthesize patient's condition using the nursing process. The course starts with an introduction to nursing foundation and in skills/clinical the students learn about skills on safety, infection control, vital signs taking and interpretation, skills pertaining to oxygenation and airway management, medication administration, specimen collection, enteral nutrition, and wound care. The students also practice in the skills and clinical settings about communication techniques, patient education, and appropriate documentation and informatics. Moreover, this course elaborates on critical thinking application, social and cultural awareness, family inclusions, and maintenance of Professional Standards and its legal implications throughout the nursing practice. This course consists of a total of 90 hours of clinical practice in the Simulation and Skills Lab environment.

Corequisite: NSG330

NSG340 Gerontological Nursing

(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course is focused on applying Gerontological nursing theory in developing the knowledge and skills to apply the nursing process in care of the older adult. Emphasis will be on assessment of the health, lifestyle and physical changes that occur with aging, and interventions to maintain and improve health and functional abilities. Students will explore personal and societal attitudes and values toward older adults, and the role of collaboration among health care team members in caring for the gerontological population.

Co-requisite: NSG340C
Prerequisite: NSG330and NSG330C

NSG340C Gerontological Nursing Clinical
　　　(2.0 quarter credits; 60 clock hours, 0 outside hours)
This course is focused on applying Gerontological nursing theory in developing the knowledge and skills to apply the nursing process in care of the older adult. Emphasis will be on assessment of the health, lifestyle and physical changes that occur with aging, and interventions to maintain and improve health and functional abilities. Students will explore personal and societal attitudes and values toward older adults, and the role of collaboration among health care team members in caring for the gerontological population.
Corequisite: NSG340
Prerequisite: NSG330and NSG330C

NSG360 Pharmacology II
　　　(4.0 quarter credits; 40 clock hours, 120 outside hours)
The Pharmacology 2 is a continuation course that discusses several concepts relevant to the nurse practice and in relation to pathophysiology. It advocates the administration of medication with safety and precision while focusing on medication safety through medication monitoring and patient education. Topics include general pharmacological concepts, administration and risk reduction, safety of medication use, types of medications by system; pain management, life span considerations, herbals and other supplements. The nurse must plan and implement care in a manner that involves the patient as an active participant in decisions affecting the care. Other topics include cultural aspects of pharmacology, patient adherence strategies, and the ability to validate patient understanding to ensure that the individual can provide safe self-care and monitoring of the prescribed treatment plan. Additionally, the discussions continue with topics related to appropriate drugs used during maternity and those for the pediatric population. With its emphasis on the seven Rights of Drug Administration i.e. right drug, right time, right indication, right dosage, right patient, right route, and right documentation; this course will provide students with the information needed to provide safe, effective nursing care for patients receiving drug therapy.
Prerequisite: NSG320

NSG355 Evidence-Based Practice
　　　(4.0 quarter credits; 40 clock hours, 120 outside hours)
This course focuses on evidence-based nursing practice. Emphasis is placed on identification, evaluation, and application of best evidence as the basis for providing patient-centered nursing care. Students learn about levels and sources of evidence such as research, professional guidelines, expert opinion, and other best practices. The scientific method of nursing research and use of research critique as a basis for changing practice are addressed Evidence-Based Practice is designed to develop students' critical thinking through critique of published nursing research and nursing theory papers. Critical evaluation of research articles facilitates advancement of clinical judgment skills. Course units are arranged by the instructor to facilitate student success and to meet the course goals.
Prerequisite: MTH200

NSG350 Medical Surgical Nursing I

(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course develops the beginning medical-surgical nursing student's knowledge and skills as they relate to the adult non-critical and moderately complex medical-surgical patient. Through utilization of the nursing process, collaboration with clients and other health care personnel, use of evidence-based practice, concepts of quality and safety care, professionalism, culturally sensitive, and patient-centered care, the student will recognize alterations in functioning or illness and formulate age and culturally appropriate nursing interventions. In clinical settings, psychomotor skills associated with moderately complex needs, medication administration, intravenous therapy, and care of patient undergoing perioperative routine nursing care will be studied and practiced. The impact of multiple nursing diagnoses on patient outcomes will be introduced. This course also emphasizes the nursing process and the use of critical thinking in managing, coordinating, and in formulating clinical judgment toward implementation of needed nursing care.
Corequisite: NSG350L
Prerequisite: NSG330, NSG330L, NSG320 and NSG360

NSG350C Medical Surgical Nursing I Clinical

(3.0 quarter credits; 90 clock hours, 0 outside hours)

This is the first clinical practicum for medical-surgical nursing course, in a series of three, going from simple to complex, devoted to learning the caring and interprofessional collaborative approach aspects of nursing care for adult non-critical and moderately complex medical-surgical patient. The course will focus on nursing care associated with medication administration, intravenous therapy, and care of patient undergoing perioperative routine nursing care. The impact of multiple nursing diagnoses on patient outcomes will be introduced. Through utilization of the nursing process, collaboration with clients and other health care personnel, use of evidence-based practice, concepts of quality and safety care, professionalism, culturally sensitive, and patient-centered care, the student in the clinical setting will recognize alterations in functioning or illness and formulate age and culturally appropriate nursing interventions. This course also emphasizes the utilization of the nursing process, the use of critical thinking in managing, coordinating, and in formulating clinical judgment toward implementation of needed nursing care.
Corequisite: NSG350
Prerequisite: NSG330, NSG330L, NSG320 and NSG360

NSG302 Nursing Informatics

(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course introduces basic concepts of the application of information technology to informatics science in nursing. Issues of data acquisition, data entry, data security and confidentiality, coding, interoperability, and transmission are discussed. Students learn about electronic health records, meaningful use, the scope and standards of informatics nursing practice, and other issues of importance to nursing.

Nursing Informatics is designed to help students understand information technology in clinical care facilities. Students develop critical thinking through analysis and evaluation of the sensitive nature of health information, and the nurse's role in collecting, storing, retrieving and protecting

health information. Course modules are arranged by the instructor to facilitate student success and to meet the course goals.

NSG431 Epidemiology
(4.0 quarter credits; 40 clock hours, 120 outside hours)
Epidemiology is the science of identifying, quantifying, and measuring the incidence, distribution, risk factors, and control of disease and death, and other factors related to the health of populations. Basic concepts and methods of epidemiology, and nursing's role are presented. Students also learn about the history of the science of epidemiology, ethical issues that arise in the field, statistical methods used, and review some examples of epidemiology in practice.
Prerequisite: MTH200 and BIO300 with Lab

NSG370 Medical Surgical Nursing II
(4.0 quarter credits; 40 clock hours, 120 outside hours)
The course focuses on acquisition of nursing knowledge and skills in providing safe care to multiple patients who have complex, multi-system illnesses. Through utilization of the nursing process, collaboration with clients and other health care personnel, use of evidence-based practice, concepts of quality and safety care, professionalism, culturally sensitive, and patient-centered care, the student will recognize alterations in functioning or illness and formulate age and culturally appropriate nursing interventions. This course also focuses on identifying patients' needs and priorities and evaluating outcomes on care.
Corequisite: NSG370L Prerequisite: NSG350 and NSG350L

NSG370C Medical Surgical Nursing II Clinical
(3.0 quarter credits; 90 clock hours, 0 outside hours)
This is the second clinical practicum for medical-surgical nursing course, in a series of three, going from simple to complex, devoted to learning the caring and interprofessional collaborative approach aspects of nursing care for adult with complex, multi-system illnesses medical-surgical patient. The course will focus on nursing care associated with medication administration, intravenous therapy, and blood transfusion, and care of patient with complex, multi-system illnesses. Through utilization of the nursing process, collaboration with clients and other health care personnel, use of evidence-based practice, concepts of quality and safety care, professionalism, culturally sensitive, and patient-centered care, the student in the clinical setting will recognize alterations in functioning or illness and formulate age and culturally appropriate nursing interventions. This course also emphasizes the utilization of the nursing process, the use of critical thinking in managing, coordinating, and in formulating clinical judgment toward implementation of needed nursing care.
Corequisite: NSG370
Prerequisite: NSG350 and NSG350L

NSG400 Mental Health Nursing
(4.0 quarter credits; 40 clock hours, 120 outside hours)

The course provides introduction to Mental Health Psychiatric Nursing using the nursing process to promote psychosocial integrity within the context of the health illness continuum across the life span. Emphasis is on therapeutic interactions and communications, bio-psychosocial rehabilitation and therapeutic use of self. Clinical experiences will provide opportunities for students to participate in therapeutic activities in a variety of mental health settings.
Corequisite: NSG400C
Prerequisite: NSG330, NSG330C, NSG350 and NSG350C

NSG400C Mental Health Nursing Clinical
(3.0 quarter credits; 90 clock hours, 0 outside hours)

The course provides experience in providing nursing care to individuals with mental health disorders. Students are assigned to care for patients with various behavioral health problems, and learn to provide a therapeutic milieu in which patients can begin to recover. Students will practice developing the therapeutic nurse-patient relationship, with emphasis on implementation of therapeutic use of self through therapeutic communication modalities in the care of the patient.
Corequisite: NSG400
Prerequisite: NSG330, NSG330C, NSG350 and NSG350C

NSG410 Women's Health Nursing
(4.0 quarter credits; 40 clock hours, 120 outside hours)

The Women's Health Nursing course focuses on the integration and application of the nursing process as it relates to the nursing care of women in child-bearing cycle and neonatal care. The course emphasizes the concepts and skills related to age-appropriate family-centered care in obstetric nursing. The clinical experiences will provide opportunities for students to participate in therapeutic activities in a variety of obstetric and neonatal pediatric setting. This course will utilize the caring principles in delivery of care that includes view of patient as holistic being. Students utilize family centered approach in providing a safe, quality, and collaborative care. Upon completion of the course, students will acquire beginning understanding about the principles of evidenced-based maternity nursing.
Corequisite: NSG410L
Prerequisite: NSG330, NSG330C, NSG350, NSG350C, NSG370 and NSG370C

NSG410C Women's Health Nursing Clinical
(3.0 quarter credits; 90 clock hours, 0 outside hours)

The Women's Health Nursing Clinical course focuses on the integration of acquired knowledge, skills, and attitude about nursing care of women in child bearing cycle and neonatal care through the application of the nursing process as it relates to the nursing care of women in child-bearing cycle and neonatal care in the clinical setting. The course emphasizes on the application of concepts and skills related to age-appropriate family-centered care in obstetric nursing. The clinical experiences provide opportunities for students to participate in therapeutic activities in a variety of obstetric and neonatal pediatric setting. This course will utilize the caring principles in delivery of care that includes view of patient as holistic being. Students utilize family centered approach in providing a safe, quality, and collaborative care. Upon completion,

students will be able to provide safe nursing care incorporating the concepts identified in this course. This course consists of a total of 90 hours of clinical practice that focuses on the care of the woman, mother, child, family and fetus/infant in a variety of hospital, primary care and community-based settings.
Corequisite: NSG410
Prerequisite: NSG330, NSG330C, NSG350, NSG350C, NSG370 and NSG370C

NSG420 Pediatrics
(4.0 quarter credits; 40 clock hours, 120 outside hours)

The pediatric nursing course provides the foundation of knowledge and approach to the patient-centered care the use of skills and other tools for critical thinking needed for sound nursing care of children. Addressing issues and situations commonly faced by pediatric nurses and building on the students' prior medical-surgical nursing training, this course takes a concept-focused, patient-care approach to help the future nurse achieve mastery of this vital discipline. This course will help students understand the difference between care of children and care of adults in every aspects of nursing including dosage calculation. Moreover, it will help use evidence-based knowledge and problem-solving skills in the planning and provision of comprehensive nursing care to children along the health-illness continuum.
Corequisite: NSG420C
Prerequisite: NSG330, NSG330C, NSG350, NSG350C, NSG370 and NSG370C

NSG420C Pediatrics Clinical
(3.0 quarter credits; 90 clock hours, 0 outside hours)

The Pediatrics Clinical course provides the foundational knowledge, skills, and approach to patient-centered care for sound nursing care of children. This course focuses on the clinical aspect of addressing issues and situations commonly faced by pediatric nurses and building on the students' prior medical-surgical nursing training and the use of skills and other tools for critical thinking to help the future nurse achieve mastery of this vital discipline. Using the concepts of nursing process, caring, patient-centered care approach, concepts of safety and quality care, critical thinking, and collaborative care with family and the community, this course will help students understand the difference between care of children and care of adults in every aspects of nursing including dosage calculation. Moreover, it will help use evidence-based knowledge and problem-solving skills in the planning and provision of comprehensive nursing care to children along the health-illness continuum. Upon completion, students will be able to provide safe nursing care incorporating the concepts identified in this course. This course consists of a total of 90 hours of clinical practice that focuses on the care children in a variety of hospital, primary care, and community-based settings.
Corequisite: NSG420
Prerequisite: NSG330, NSG330C, NSG350, NSG350C, NSG370 and NSG370C

NSG430 Population Health Nursing
(4.0 quarter credits; 40 clock hours, 120 outside hours)

In this course, students learn theory and concepts of risk assessment, prevention, and health promotion in community settings for the entire community as well as special populations within the community. Community assessment for health disparities, incidence, and prevalence of disease and injuries and health resources are conducted. Plans for health promotion strategies based on the community assessment are explored.
Corequisite: NSG430C
Prerequisite: NSG330, NSG330C, NSG350, NSG350C, NSG370, NSG370C, NSG400, NSG400C, NSG410, NSG410C, NSG420, NSG420C

NSG430C Population Health Nursing Clinical
(3 quarter credits; 90 clock hours, 0 outside hours)

Students apply concepts of risk assessment, prevention, and health promotion in community settings to promote the health of the population. Students perform a community assessment to measure health disparities, incidence and prevalence of common diseases and injuries, and evaluate community health resources. Plans for health promotion strategies based on the community assessment are explored.

The Population Health Nursing Clinical is designed to develop students' understanding of the health of populations and ways that individual health affects the overall health of a community. Critical thinking and clinical judgment are advanced through public health case studies.
Corequisite: NSG430
Prerequisite: NSG330, NSG330C, NSG350, NSG350C, NSG370, NSG370C, NSG400, NSG400C, NSG410, NSG410C, NSG420, NSG420C

NSG440 Leadership & Management
(4.0 quarter credits; 40 clock hours, 120 outside hours)

This course focuses on advancing knowledge and skills in nursing leadership and teamwork. Students explore concepts of collaboration, conflict resolution, supervision, delegation, human motivation, organizational behavior, and change processes. Skills in cross-disciplinary professional communication and teamwork are addressed.
Corequisite: NSG440C
Prerequisite: NSG370, NSG370C, NSG400, NSG400C, NSG410, NSG410C, NSG420, NSG420C

NSG440C Leadership & Management Clinical
(3 quarter credits; 90 clock hours, 0 outside hours)

This clinical course is taught in conjunction with NSG440. Focuses on the leadership and management role of the nurse in a faculty led clinical experience. Assists students to become effective organizational members assuming professional responsibility in a field-based internship. This course helps students to evolve as nursing professionals as they transition into future employees and future managers. Students will apply in clinical setting leadership and management theory, critical thinking, nursing concepts, and personal/professional development within clinical experience and in a written project. Students will engage in clinical seminars to increase knowledge and understanding of visionary leadership, management, communication,

strategies for delegation, conflict resolution, and quality control while in direct clinical practice in diverse settings to promote quality patient outcomes.
Corequisite: NSG440
Prerequisite: NSG370, NSG370C, NSG400, NSG400C, NSG410, NSG410C, NSG420, NSG420C

NSG460 Medical Surgical Nursing III
      (4.0 quarter credits; 40 clock hours, 120 outside hours)
The course focuses on advance application of the nursing process in the care of critically ill adult and geriatric patients. The student will organize and discriminate data to establish priorities of care. This course also emphasizes utilization of the nursing process, collaboration with clients and other health care personnel, use of evidence-based practice, concepts of quality and safety care, professionalism, culturally sensitive, and patient-centered care. The student will recognize alterations in functioning of critically ill patient and formulate age and culturally appropriate nursing interventions and emergency preparedness. Correlated clinical experiences emphasize refinement of clinical decision-making, psychomotor skills, and management of patient care in professional nursing practice.
Corequisite: NSG460C Prerequisite: NSG370

NSG460C Medical Surgical Nursing III Clinical
      (3.0 quarter credits; 90 clock hours, 0 outside hours)
This is the third clinical practicum for medical-surgical nursing course, in a series of three, going from simple to complex, devoted to learning the caring and interprofessional collaborative approach aspects of nursing care for adult with critically ill adult and geriatric medical-surgical patient. Through utilization of the nursing process, collaboration with clients and other health care personnel, use of evidence-based practice, concepts of quality and safety care, professionalism, culturally sensitive, and patient-centered care, the student in the clinical setting will recognize alterations in functioning of critically ill patient and formulate age and culturally appropriate nursing interventions and emergency preparedness. Correlated clinical experiences emphasize refinement of clinical decision-making, psychomotor skills, and management of patient care in professional nursing practice.
Corequisite: NSG460
Prerequisite: NSG370

NSG450 Clinical Quality and Safety
      (4.0 quarter credits; 40 clock hours, 120 outside hours)
This course introduces the concepts, techniques, strategies and metrics of quality improvement in nursing. Patient care quality and safety in the context of structure, process and outcomes in healthcare delivery are explored. Identification of clinical nursing improvement opportunities, development of action plans, and outcomes evaluation through use of project management strategies are addressed.
Clinical Quality and Safety is designed to develop students' critical thinking through a focus on the quality of clinical nursing services, and the effects services have on patient care outcomes. Critical evaluation and synthesis of research and theory articles are used to help students develop new nursing strategies to improve quality and safety of patient care. Course units are arranged by the instructor to facilitate student success and to meet the course goals.

Prerequisite: MTH200, NSG414, NSG370, NSG370C, NSG440, NSG440C

NSG490 Transitions to Practice Workshop/Lab
     (4.0 quarter credits; 160 clock hours, 50 outside hours)
This course is designed to prepare the student to succeed in NCLEX and as a professional nurse through a structured NCLEX-RN preparation program. The student will spend 12 hours a week at school in tutorials, practice tests, faculty presentations, and other activities designed to prepare the student to succeed on the test.
Prerequisite: All pre-nursing & nursing courses

12.4 Master of Business Administration (MBA) (CI Campus)

Weeks/Hours: 60 weeks / 54 quarter credit units / 620 Total In-Class Clock Hours

Prerequisites: A bachelor's degree or its equivalent from an accredited institution is required for admission. Applicants should submit official transcripts from each undergraduate and graduate institution from which they have received a degree.

Credential: Master Degree – Master of Business Administration (MBA)

2020 CIP Code: 52.0201 Business Administration and Management, General
2018 SOC Code: 11-1021 (General and Operations Managers)

Students are entitled to a list of the job classifications considered to be in the field of this educational program. To obtain this list, please ask an institutional representative or visit the links below and type in the job title or SOC code from the list of employment positions to look up more information:
https://www.bls.gov/soc/2018/
https://www.onetonline.org/find
http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx

Program Overview and Objectives:

MBA (Master of Business Administration) program concentrates on the unique challenges that will be faced in a progressively fluid, technology-driven and global business environment. With a strategic blend of critical thinking skills, practical exercises, a focus on sustainability and an emphasis on ethics, students will focus on developing skills to:

- Apply business knowledge using data driven decision making to different situations.
- Understand and articulate multiple perspectives of a problem.
- Use logical and ethical rationale to determine, define and execute a proposed solution.

Our Masters of Business Administration (MBA) program consists of a comprehensive foundation of practical skills in the areas of accounting, finance, economics, marketing, and IT. Our program is additionally enhanced by organizational behavior skills which concentrates on ethical leadership, emotional intelligence, and strategy. In addition, the capstone project provides a model example of what it is involved in running a successful organization, focusing on management development.

Angeles College students will learn to apply critical thinking to effect change in socially and ethically responsible ways. After successful completion of the Angeles College MBA program, graduates will meet the following competencies:

Application of Functional Business Knowledge: Apply and execute business knowledge in the areas of accounting, finance, marketing, management, information systems, operations, and global business to provide business solutions.

Communication, Leadership and Teamwork Skills: Demonstrate effective communication using written, oral, and analytical expression, while applying managerial skills to collaborate and lead effectively.

Critical Reasoning: Evaluate societal, ethical, economic and environmental implications of data-driven decisions making on a holistic prospective.

Multi-dimensional Perceptional Skills: Synthesize practical knowledge across departments and environments to solve business problems that will aid in strategic planning and decision-making in a rapidly changing environment.

Program Delivery

Residential, Synchronous Blended and/or Synchronous Full Distance: Classroom/Theory and Practicum Instruction [page 163]

Classroom/Theory Instruction may be delivered either as residential, synchronous blended or synchronous full distance. As a residential course, Angeles College will utilize traditional pedagogical methods of instruction in the physical classroom environment where a class of students is led by instructors within a scheduled structure of instruction and outside class work.

Synchronous Blended and Full Distance Delivery Expectations:

The instructors, staff and students will be oriented and trained to the instructional delivery platforms which include, but is not limited to: Zoom Meeting/Google Meet/Canvas Conference for the online lecture, participation and Q&A; CANVAS Learning Management System (LMS) for online course shells; publisher textbook products and resources.

The Instructor has the responsibility of ensuring compliance with all program practices. The CANVAS LMS has built-in features for tabulation of grades as attendance, homework/activities, quizzes, tests and exams are completed and submitted within the due date to provide real-time feedback for students viewing their academic progress. The Program Director will monitor bi-weekly all the online activities, recorded grades and other academic policies as expected.

The institution will also invest more in technology and training to subsequently streamline the number of online platforms used to simplify the process and increase efficiency of the educational delivery to the students.

Synchronous Blended and Full Distance courses utilizes CANVAS LMS which allow students access 24 hours a day, seven days a week on all published course syllabus, lectures, activities, course documents, PowerPoints, announcements, class work, assignments LIRN Library and other course content while keeping the regularly scheduled Classroom/Theory and Clinical/Laboratory Instructions via live streaming (Zoom Meeting/Google Meet/Canvas Conference).

Essentially, instead of being in a physical classroom for the scheduled day and time, the students are in a virtual classroom for the same day and time. This allows the students much more flexibility, especially as response to emergencies and pandemics, unexpected or natural, while maintaining a face-to-face contact with the instructor similar to a typical, traditional education. Although virtual, the same academic rigor comparable to residential courses will apply.

Any in-house assessments (quiz, test or exam) will be given through the above-mentioned platforms electronically with time limit and will be proctored online in real-time by the respective instructor(s) to maintain the integrity and accuracy of the assessment(s).

Synchronous Blended and Full Distance Delivery Requirements:

Each instructor (upon hiring) and student (upon admission) is provided an Angeles College email address that is unique to them. The email provider is Google Services, which enable the instructor and student to utilize all of Google's applications including Google Meet, Google Docs, Google Sheets, Google Slides, etc.

Angeles College also subscribed to CANVAS LMS. Each Instructor and Student are registered to this platform using their AC email address by logging into*https://angelescollege.instructure.com*.

Both Instructor and Student needs to have a computer (desktop or laptop) with a working video camera and microphone and a reliable internet connection. While on a virtual classroom, Instructors are responsible for making sure that the live video cameras are on for all student in class to verify attendance, observe uniform and enable class participation. Attendance Roll call is conducted when the class starts, after coming back from breaks and before ending the class. The same policy on Absence, Tardy, Code of Conduct, etc. are monitored in a Virtual Classroom.

The required textbooks and other materials currently being used in the residential courses have respective online resources available and are reading available for faculty use (after each Instructor registers for online access). In the students' version of available resources, they register online using the provided codes within their textbooks. Once registered, the students have access to all available online materials (PowerPoints, class activities, videos, practice tests, critical thinking skills, etc.)

Curriculum

Following is a description of the course offerings for the General MBA. Students are required to take a total of 54 units; 36 units of core curriculum, 6 units of the capstone culminating experience project, and 12 elective units. Courses at the 5000 level are defined to be core curriculum, 6000 to be electives, and 7000 reserved for capstone courses.

MBA Courses

Course Type	Course Number	Course Titles	Credit Hours	Clock Hours (Theory)	Clock Hours (Practicum)	Course Level	Category Totals	Required Credits (Hours)
Core Courses	BUS5100	Financial Resource Management	4	40		5000	36 (360)	36 (360)
	BUS5130	Data-Driven Decision Making	4	40		5000		
	BUS5160	Leadership and Organization Behavior	4	40		5000		
	BUS5170	Managerial Accounting	4	40		5000		
	BUS5180	Strategic Business Communications	4	40		5000		
	BUS5200	Operations Management	4	40		5000		
	BUS5210	Managerial Economics	4	40		5000		
	BUS5270	Marketing Management and Planning	4	40		5000		
	BUS5290	Managerial Ethics	4	40		5000		
Elective Courses	BUS6150	Management Information System	4	40		6000	**24 (240)**	**12* (120)**
	BUS6410	International Management	4	40		6000		
	BUS6700	Marketing Analytics	4	40		6000		
	BUS6730	Social Media Marketing	4	40		6000		
	BUS6800	Health Service Management	4	40		6000		
	BUS6820	Global Health	4	40		6000		
Capstone Courses	BUS7210	Capstone/Integrative Project: Strategic Management I	3	10	60	7000	6 (140)	6 (140)
	BUS7220	Capstone/Integrative Project: Strategic II	3	10	60	7000		
Total Required MBA Credits (Hours) for Graduation Students will take 36 Core Credits, 12 Elective Credits, and 6 Capstone Credits for a total of 54 Credits to graduate			**54**	**500**	**120**			**54 (620)**

a minimum of 12 quarter credits of elective courses are required.

Transfer Credit:

No transfer credits from other institutions may be applied toward the MBA degree.

Degree Requirements:

In order to graduate, students must meet the following requirements:
- Students must complete the all required courses with an overall grade-point average (GPA) of at least 3.0. This includes completing every required course with a C or above.
- Students must maintain satisfactory attendance.
- Students must have completed the program within 150% of the planned program length.
- Students must be in good financial standing with the college.
- Any additional general requirements not cited above and listed in Graduate Degree Program requirements.

BUS 5100 Financial Resources Management - 4 Quarter Credits *(MBA Core)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course provides a platform for students to gain knowledge on various corporate financial concepts, tools and techniques and its applications to increase the value of the firm. The course has three main objectives: 1) Develop an understanding of the tools that are used to value investment projects and companies (valuation). 2) Understand the basic issues involved in how firms should raise funds for their real investments (financing). 3) Evaluate how investment and financing decisions are related. Emphasis will be placed on appreciating the limitations and challenges that are faced when applying the theoretical framework of corporate finance to real world problems.

BUS 5130 Data-Driven Decision Making - 4 Quarter Credits *(MBA Core)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
In any business venture, information is instrumental in decision making. Effective research provides vital information to guide an organization successfully. This course will concentrate on the fundamentals of marketing research and understand how data is used to inform strategy. We will focus on two different types of market research; problem identification and problem solving. Students will examine the role of research in running a business and consider how design research meets your organization's needs. Secondary research — data gleaned from existing sources — can also be a valuable resource. You'll understand how it differs and interacts with primary data you collect through a research tool. Qualitative research focuses more on questions of how and why, while quantitative research employs statistical, mathematical or computational techniques. By understanding each of these methods, you'll be able to determine which is appropriate for different scenarios.

BUS 5160 Leadership and Organizational Behavior - 4 Quarter Credits *(MBA Core)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course deals with human behavior in a variety of organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to each topic. Topics include communications, motivation, group dynamics, leadership, power, organizational design and development, and organizational culture. Class sessions and assignments are intended to help participants acquire the skills that managers need to improve organizational relationships and performance.

BUS 5170 Managerial Accounting - 4 Quarter Credits *(MBA Core)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course focuses on helping students differentiate managerial accounting, its uses, and applications from their experience in financial accounting in order to make informed managerial decisions. Students will learn terminology, operational strategies, and problem-solving techniques utilized by management accountants, and learn to apply them to real-world management decisions. Planning is covered by topics including activity-based costing, budgeting, flexible budgeting, cost-volume-profit analysis, cost estimating, and the costs of outsourcing. Control is covered by topics including standard costing, variance analysis, responsibility accounting, and performance evaluation. Emphasis is placed on cost terminology (the wide variety of costs), cost behavior, cost systems, and the limitations concerning the use of average costs.

BUS5180 Strategic Business Communications - 4 Quarter Credits *(MBA Core)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course offers management strategies for effective communication in the workplace. In this class, students will develop a foundation for designing effective messages, both written and oral, from concept to delivery. Students will use a strategic communications model to identify objectives, analyze audiences, choose information, and create the most effective arrangement and channel for that message. This course emphasizes elements of persuasive communication: how to design messages for diverse and possibly resistant audiences and how to present that information in a credible and convincing way. Students will practice drafting and editing clear, precise, and readable written business documents as well as learn to design documents to make information easily accessible to a busy, executive-level reader. Students will also develop and deliver an individual presentation, using appropriate and effective visual support, in which students will present a persuasive argument that demonstrates relevance and benefits to an audience at different levels of expertise or interest.

BUS 5200 Operations Management - 4 Quarter Credits *(MBA Core)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organization. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.

BUS 5210 Managerial Economics - 4 Quarter Credits *(MBA Core)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course covers the fundamental principles of microeconomics relevant to management. This course should enhance your understanding of how markets operate and develop your capability in making economic predictions about market outcomes. The course focuses on: profit maximization by firms and market equilibrium in different competitive settings. Topics include costs, demand, pricing, market structure, market equilibrium, and strategic interaction.

BUS 5270 Marketing Management & Planning - 4 Quarter Credits *(MBA Core)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course is a managerial approach to the study of marketing. There is an emphasis on the nature and scope of the marketing managers' responsibilities and on marketing decision making. The course focuses on: profit maximization by firms and market equilibrium in different competitive settings. Topics include costs, demand, pricing, market structure, market equilibrium, and strategic interaction.

BUS 5290 Managerial Ethics - 4 Quarter Credits *(MBA Core)*
    (4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course focuses on ethical leadership and the professional responsibilities of business. We examine the complex ethical and economic relationship between business and society. Students will acquire a practical understanding of a business' responsibility to investors, customers, employees, suppliers, and society as a whole. Students will learn about how ethics, law, and economics interrelate and overlap.

BUS 6150 Management Information Systems - 4 Quarter Credits *(MBA Elective)*
    (4.0 quarter credits: 40 theory clock hours, 80 outside hours)
Theory and practice of management information systems including information requirements analysis, design methodology, and system implementation considerations. This course provides students with an overview of the utilization of business application software and problem-solving using that software. Topics includes; computer systems, management information systems, microcomputer operating systems, word processing, electronic spreadsheets, database management, business graphics, networks, and integrated packages. Industry accepted microcomputer software will be used.

BUS6410 International Management - 4 Quarter Credits *(MBA Elective)*
    (4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course concentrates on opportunities and challenges created by globalization. The intention of this course is to enable students to better analyze and understand the opportunities and challenges that companies face when expanding their activities internationally and when dealing with international competitors in their home markets. We will examine cross-cultural and management issues related to management in an international marketplace. Special attention is placed upon different tools and analytic competences available to the different specialized managerial roles when competing internationally.

BUS 6700 Marketing Analytics – 4 Quarter Credits *(MBA Elective)*
    (4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course focuses on developing marketing strategies driven by quantitative analysis. Big data analytics will be used to address issues and present potential solutions or strategies for use in business marketing. The course will draw on and extend students' understanding of issues related to integrated marketing communications, pricing, digital marketing, and quantitative analysis.

BUS 6730 Social Media Marketing – 4 Quarter Credits *(MBA Elective)*
    (4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

BUS 6800 Health Services Management – 4 Quarter Credits *(MBA Elective)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
This course will cover broad concepts and core skills of management in health service organizations. Students will be introduced to a variety of the effective management styles and personalities and will be encouraged to develop their own style. Students will develop their communication, management, and leadership skills while also covering topics such as marketing, strategy development, and financial management.

BUS 6820 Global Health – 4 Quarter Credits *(MBA Elective)*
(4.0 quarter credits: 40 theory clock hours, 80 outside hours)
The course introduces the concepts of global health and focuses on the interacting domains of health and business in a global context. In this course, faculty and students will explore the relationship between political, social, economic, and environmental factors and health concerns. Given the interdisciplinary nature of global health as a discipline, the role of business principles and areas of expertise (e.g., economics, finance, etc.) will be a focus.

BUS 7210 Capstone: Strategic Management I - 3 Quarter Credits *(MBA Capstone)*
Prerequisite All Core Courses (3.0 quarter credits: 30 lecture hours, 60 outside hours) Strategic management involves identification of external threats and opportunities, analysis anddevelopment of the firm's internal strengths to respond to them, and a plan to overcome weaknesses that are identified. This course is a cumulation of the knowledge learned in the prior core courses. This requires making strategic choices in the allocation of all scarce resources critical to the firm's success. To apply these concepts, students will attend lecture for half the course and study a local business for the other half of the course. Students will address a given problem and design a report containing findings and possible plans of action over the duration of the course. Students will employ computer and other high-tech, analytical, and library search tools and techniques. Students will take this course a secondtime with a different employer.

BUS 7220 Capstone: Strategic Management II - 3 Quarter Credits *(MBA Capstone)*
Prerequisite All Core Courses including BUS7210 (3.0 quarter credits: 10 theory clock hours, 60 practicum clock hours, 60 outside hours) The second course of the Capstone. Strategic management involves identification of external threats and opportunities, analysis and development of the firm's internal strengths to respondto them, and a plan to overcome weaknesses that are identified. This course is a cumulation of the knowledge learned in the prior core courses. This requires making strategic choices in the allocation of all scarce resources critical to the firm's success. To apply these concepts, students will attend lecture for half the course and work with a local business for the other half of the course. Students will address a given problem and design a report containing findings and possible plans of action over the duration of the course. Students will employ computer and other high-tech, analytical, and library search tools and techniques**.**

APPENDIX I

FACULTY/STAFF DIRECTORY

FACULTY/STAFF DIRECTORY

Los Angeles Campus:

Teresa Krause*	*School Administrator/ Chief Executive Officer*
Kathy Torrance*	*Associate School Administrator/ Director of Financial Aid*
Julia Chu*	*Chief Financial Officer/ Business Officer*
Sasha Rarang, PhD, MSN, CCM, RN	*Dean of Nursing, Program Director, Nursing*
Maria Chinnette Mariano, MSN-Ed, BSN, RN	*Assistant Program Director, Nursing Student Success/NCLEX Coordinator*
Michael Lee Thompson, *EdD, MBA, MSN, RN, CNML*	*Assistant Program Director, Clinical Nursing*
Marcelo Tanjusay, MAN-AHN, BSN, RN	*Program Director, Vocational Nursing*
Monica Gonzalez, M.Ed., BA	*General Education Academic Director*
Almira Morales	*Registrar/ Operations Manager*
Evelyn Gaytan	*Assistant Director of Financial Aid*
Jung Yun	*Assistant Operations Manager*
Eunice Rhee	*Senior Financial Aid Advisor*
Jaime Martinez Reyes	*Financial Aid Advisor*
Gabriela Zakher	*Financial Aid Advisor*
Sarah Rigodon	*Assistant Registrar*
Julie Chi	*Assistant Business Officer*
Ayana Brown	*Sr. Admissions & Student Services Representative*
Veronica Santamaria	*Admissions Representative*
Alex Kim	*IT Specialist/Distance Education & Web Coordinator*
Brandie Simmonds	*Nursing Administration Assistant*
Monica Krause	*Executive Administrative Assistant/Admissions Representative*
Anderanik Manouki	*Administration Assistant*
Marcella Mendieta	*Administration Assistant*
Jorizza Omandam	*Administration Assistant*
TBA	*Job Placement Coordinator*

*covers both campuses

Erickzen Alibadbad, BSN, RN (Full-Time Faculty)
Ms. Alibadbad earned her Bachelor of Science in Nursing from Azusa Pacific University, as well as three Associate of Arts degrees in Social & Behavioral Sciences, Natural Sciences, and Humanities from Pasadena City College. She has worked as an RN and an LVN, focusing on home healthcare and rehabilitation, as well as a VN instructor at Integrity College of Health.

Aaron Baugh (Adjunct Faculty)
Mr. Baugh has a Bachelor of Science in Biochemistry and a Bachelor of Arts in Psychology. He is currently taking his PhD in Infectious Diseases, Immunology & Pathogenesis. He has worked in research from the past 9 years and a Clinical Lab Technologist for 2 years.

Jonas Buenafe, MD (Adjunct Faculty)
Dr. Buenafe earned his BS Premed in Physics from De La Salle University, Manila, Philippines and his Doctor of Medicine from De La Salle University Health Sciences Institute, Cavite, Philippines. He has worked as a Resident Physician in the Hospital, Emergency Department and ICU. He currently works as a General Education Instructor at American Medical Sciences Center in Glendale, CA and Adjunct Faculty at North-West College/Glendale Career College, Glendale, CA.

Amelita Cabatic, BSN, RN (Full-Time Faculty)
Ms. Cabatic earned her BS in Nursing from the University of Santo Tomas in the Philippines. She has over 45-years of Nursing Experience in Medical Surgical and Critical Care from facilities such as: Brownsville Medical Center, Cedars Sinai Medical Center, St. Joseph's Hospital and Midway Hospital Medical Center.

Jessica Chaves, DNP, MSN, BSN, RN (Part-Time Faculty)
Ms. Chavez earned her Bachelor Science in Nursing from University of South Alabama. She earned her Master of Science in Nursing and Doctor of Nursing Practice with concentration in Adult Gerontology Acute Practice from Jacksonville State University. She has worked in various facilities and is currently a Travel RN ICU at St. Mary Medical Center.

Jennifer Chua, MSN, AGNP-C, RN (Full-Time Faculty)
Ms. Chua has an Associate Degree in Nursing from American Career College, a Master of Science in Nursing from West Coast University, a Post-Master's Certificate as Adult Gerontology Primary Care Nurse Practitioner from Maryville University & Doctor of Medicine from St. Luke's Medical Center. She has worked in various facilities ranging from Skilled Nursing Facilities to Convalescent Hospitals.

Cherylle Dela Fuente, MSN-Ed (Part-Time Faculty)
Ms. Dela Fuente earned her Bachelor of Science in Nursing from the University of Santo Tomas and her Master of Science in Nursing-Education from the University of Phoenix. She has over 20 years nursing experience working in various departments & facilities, including Neurology, Rehabilitation & Orthopedic, Transplant, Telemetry, Emergency & Catheterization Lab & ICU. She also has 9 years academic experience as a Simulation Lab Instructor.

Glenda Galura, BA, LVN (Part-Time Faculty)
Ms. Galura has a BA in Broadcasting from Centro Escolar University and a Nursing Diploma from the College of Nursing and Technology. She has over 5 years nursing experience with various convalescent, home health, post-acute and rehabilitation centers. She was also employed as a clinical instructor by Northwest Career College and American Career College.

Monica Gonzalez, M.Ed., BA (Full-Time Faculty)
Ms. Gonzalez possesses more than 16 years of leadership and teaching in Southern California school districts, as well as in higher education. She has her Master's in Education (University of La Verne), as well as a Bachelor in English Literature (University of California – Los Angeles) with a Subject Teaching Credential in English. Ms. Gonzalez's professional teaching experience includes being an English professor at Le Cordon Bleu College of the Culinary Arts and as an adjunct professor at University of La Verne.

Aaron Leialoha Lopez, MA, BA (Adjunct Faculty)
Mr. Leialoha Lopez earned a double Associates in Arts in English & Philosophy as well as English Literature from Pasadena City College, Bachelor of Arts in English & General Studies from University of California Los Angeles, a Master of Arts in Education & Teaching English to Speakers of Other Languages from University of Southern California & a secondary Master of Arts in English Literature & Rhetoric & Composition from California State Polytechnic University. He has been working in the school setting for the past 10 years & as an English Instructor for the past 5 years.

Vincent Herrera-Maldonado, MSN, RN (Part-Time Faculty)
Mr. Herrera-Maldonado earned a Certificate for Medical Assistant, an Associate Degree in Nursing from CNI College and a Master's Degree in Nursing Education from West Coast University. He worked as an Office Supervisor/Medical Assistant at Children's First Pediatric Group, as Medical Assistant at Children's Clinic, as a Medical Assistant Instructor for Concorde Career College and InterCoast Colleges, as a Registered Nurse for Kindred Hospital La Mirada, as a Clinic Nurse Supervisor at InnovAge PACE and as a Home Health Nurse Manager at WelbeHealthPACE.

Arzu Arda Kosar, MFA (Adjunct Faculty)
Ms. Kosar earned her BA with a double major on Studio Arts and Art History and a double minor on Women's Study and Philosophy from the University of Pittsburgh. She earned her Master of Fine Arts from the University of Southern California Los Angeles. She has over 20-years of teaching experience with Cypress College, UCI, Rio Hondo College, Los Angeles Southwest College and Pierce College.

Ellen Lee, BSN, RN (Part-Time Faculty)
Ms. Lee earned her Bachelor of Science in Nursing from Sahmyook University in Seoul, Korea. She has 20+ years of work experience as a Registered Nurse in various departments & facilities including Labor & Delivery, Med-Surg, Pediatrics and Gerontology.

Theresa Linzalone-Gezalyan, DNP, BSN, RN (Part-Time Faculty)
Dr. Gezalyan earned her Associates in Nursing from Santa Monica College and her Bachelors as well as Doctorate in Nursing from Capella University. She has 10+ years of work experience in Nursing and 2 years of Critical Care experience. She also possess skill sets in EMR systems, medication administration and ICU.

Liberty Olive Macias, DNP, PMHNP-BC, DABFN (Part-Time Faculty)
Dr. Macias earned her Bachelor of Science in Nursing from the Adventist University of the Philippines, her Certificate in Forensic Nursing from the University of California Riverside, and her Master of Science in Nursing as well as Doctor of Nursing Practice from the University of South Alabama. Her academic activities include, but are not limited to: Teaching Pharmacology, Pathophysiology, Fundamentals of Nursing, Psychiatric Mental Health Nursing, Psychopharmacology, Child & Adolescent Mental Health, Psychotherapy; Preceptor for DNP & PMHNP students from various universities; Course & Curriculum Development; Content Expert; and Cognitive Behavior Therapy.

Prisana Mandeville, MSN, BSN, RN (Part-Time Faculty)
Ms. Mandeville earned her Bachelor of Science in Nursing from Boromrajonani College of Nursing & Master of Science in Nursing Education from West Coast University. She has over 20 years of Nursing Experience from Thailand & the U.S. working in Med-Surg, ICU, Interventional Radiology, Stroke Service/Neuro, Cath Lab, Angio Recovery & Acute Rehabilitation units.

Catherine Marin, EdD, MSN-Ed, NP, BSN (Part-Time Faculty)
Dr. Marin earned her Bachelor of Arts in Psychology from the University of California Riverside & her Bachelor of Science in Nursing from Azusa Pacific University. She also earned a Master of Science in Nursing Education from the University of Phoenix as well as a Doctor of Education in Educational Leadership from the University of New England. Her Teaching Experience at the University Level are with: LA Harbor College, West Coast University, CNI College, Kapiolani Community College & the University of Hawaii.

David Mathews, MS, MA, LAC, LAADC, ICAADC, SAP (Adjunct Faculty)
Mr. Mathews earned his Bachelor of Arts in Psychology as well as his Master of Arts in Criminal Justice & Master of Science in Psychology from the University of Louisiana. His professional experience ranges from Substance Abuse Specialist, Intensive Care Manager, Behavioral Health Navigator & Alcohol or Other Drugs Counselor. He served as Faculty for the following: Tarzana Treatment Centers College, Saddleback College & Oxnard Community College.

Cynthia McClain, EdD, MHA, BSN, RN (Full-Time Faculty)
Dr. McClain earned her Associate of Arts in Nursing from Pasadena City College and Bachelors of Science in Nursing from Pacific Union College. She further has a Master of Health Administration from University of Phoenix and a Doctor of Education in Organizational Leadership from Grand Canyon University. She has worked as a Nurse at Community Care Center and Glendale Adventist Hospital as well as an Educator at LAUSD, West Coast University and Mount Saint Mary's University.

Elsie Mallillin, MA, BS, LVN (Full-Time Faculty)
Ms. Mallillin earned as BS and MA in Education with a major in Biological and Physical Sciences. She is also a current LVN and Certified Pharmacy Technician. She has over 10 years of experience as a Charge Nurse working in Skilled Nursing, Pediatrics, Sub-Acute and Medical

Surgical Units. She has over 15 years of VN teaching experience for both Theory and Clinical from both ACC and CDI.

Eduardo Mariano, MD, MSN, BSN, RN (Full-Time Faculty)
Dr. Ed Mariano earned BS in Zoology from the University of the Philippines, BS in Nursing from Lanting College, MS in Education from Philippine College of Health Sciences, MS in Nursing from Grand Canyon University and Doctor of Medicine from the University of the East Ramon Magsaysay Medical Center. He has 25 years of academic experience ranging from faculty to administration positions.

Maria Chinnette Mariano, MD, MSN, BSN, RN (Full-Time Faculty)
Dr. Maria Mariano earned her BS in Psychology from the University of Santo Tomas, BS in Nursing from JP Sioson College of Nursing, MS in Nursing emphasis on Nursing Education from the Grand Canyon University and Doctor of Medicine from the University of Santo Tomas, Philippines. She has over 15-years RN experience and over 10-years of teaching experience in both VN and BSN programs. She currently works for the CDPH as a Health Facility Evaluator and Training Supervisor.

Crystal Min, MSN, NP, PMHNP-BC (Part-Time Faculty)
Ms. Min has an Associate Degree in Nursing from Stanbridge University & a Bachelor of Arts in Film & Visual Culture from the University of California Riverside. She also holds a Bachelor of Science in Nursing as well as Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner from West Coast University. She has 5 years professional experience as Psychiatric Nurse, Charge Nursing & Covid Testing Specialist.

Daniel Morgan, BSN, RN (Full-Time Faculty)
Mr. Morgan earned his Associate of Science in Nursing from Nassau Community College and his Bachelor of Science in Nursing from Stony Brook University. His nursing experience include working in various medical centers, hospitals, hospice & palliative care in the Medical-Surgical, Orthopedic & Oncology units. As a Nursing Faculty, he has worked with Jersey College SON & West Coast Ultrasound Institute SON. He also served as Director of Education/Nursing for Kindred Hospital.

Minda Ofiana, MSN, RN (Part-Time Faculty)
Ms. Ofiana earned her Bachelor of Science in Nursing from the University of Santo Tomas. She also holds a Master of Science in Nursing Administration from the University of Southern California. For the past 20 years, she has held Upper Administration positions in various facilities such as: California Hospital Medical Center, St. Vincent Medical Center, City of Hope Medical Center, Kaiser Permanente LAMC, Memorial Hospital of Gardena & Victor Valley Global Medical Center. She has been a Nursing Faculty for the past 3 years with Charles Drew University of Medicine & Sciences.

Thao Palacio, DNP, MSN, RN (Part-Time Faculty)
Ms. Palacio earned her Bachelor of Science in Nursing from the University of Phoenix, Master of Science in Nursing- Education from Western Governors University, and Doctor of Nursing Practice in Aspen University. She has been in the academe since 2022. A Registered Nurse for

more than 14 years, she worked as a Nurse Supervisor at Town and Country Manor at Santa Ana, California, and at Encompass Health at Tustin, California.

Miguel Palacios, MA, BA (Adjunct Faculty)
Mr. Palacios earned his Associate of Arts in Psychology as well as Associate of Arts in General Studies-Social & Behavioral Sciences from Moorpark College. He also earned a Bachelor of Arts in Psychology from the California State University Northridge & a Master of Arts in Psychology (Clinical Psychology) from the California State University Dominguez Hills. He works as a Behavioral Therapist for the Institute of Effective Behavioral Interventions.

Monique Quiroz, MSN, RN (Part-Time Faculty)
Ms. Quiroz has a Bachelor of Arts in Chicana/o Studies as well as a Bachelor of Science in Psychology with emphasis in Biology, both from the University of California Davis. She also earned a Master of Science in Nursing-Clinical Nurse Leader (CNL) from the University of San Francisco. Her nursing experience includes working at the Good Samaritan Hospital – Cardiovascular Unit as well at Whittier Hospital – Critical Care Unit.

Marivic Ramin, RN, BSN, PHN (Part-Time Faculty)
Ms. Ramin earned her Bachelor of Science in Nursing from the University of Santo Tomas in Manila, Philippines. Her initial 10 years of work experience in Nursing were in various countries such as the Philippines, Libya and Saudi Arabia before she settled in the US. In the US, she has worked various Nursing functions including: RN Supervisor, PreOp/PACU, Field Supervisor, Director of Patient Care and Director of Medical Surgical Unit. She also has 9 years teaching experience in the Clinical setting.

Sasha Rarang, PhD, MSN, BSN, RN (Full-Time Faculty)
Dr. Rarang obtained her Bachelor of Science in Nursing from Lyceum Northwestern University in Dagupan City, Philippines in 1990, a Master of Science in Nursing with concentration in Nursing Education and Management from Mount Saint Mary's University (MSMU) in 2006, and a Doctor of Philosophy (PhD) with concentration in Nursing Education from Capella University in 2015. She has thirty years of experience in different areas of nursing practice to include medical-surgical nursing, pediatric nursing, gerontological nursing, case management, nursing clinical administration, nursing simulation, and now focusing on nursing education and administration.

Few of Dr. Rarang's academic experiences include Director of the Nursing Programs for CNI College in Orange California. She directed and managed the academic, clinical, and community operations of the Vocational Nursing Program, the Associate Degree in Nursing Program (ADN), as well as the RN-to BSN Completion Degree program (BSN), adjunct Professorship where she taught evidence-based practice nursing (EBP)/Nursing Research at Mount Saint Mary's University, Accelerated BSN program in Los Angeles, CA, and Assistant to Associate Professorship within the College of Nursing for West Coast University, Los Angeles from 2010 to 2017. She also had extensive experience in management and administration that include Director of Nursing (DON) for Casa Angelica in Albuquerque, NM as well as Manager of Case Management for Totally Kids Specialty Hospital in Sunland, CA and number of home health

nursing experiences for intermittent visits and shift in both adult and pediatric patients. In December 2023, Dr. Sasha Rarang completed her Post-Masters in Psychiatric/Mental Health Nurse Practitioner program from West Coast University.

Batool Sabha, MS, BS (Adjunct Faculty)
Ms. Sabha earned her Bachelor's and Master's Degree in Organic Chemistry from the University of Jordan in Amman, Jordan. She has 5 years of research experience in pharmaceutical as well as organic chemistry, 2 years of laboratory and testing experience and 2 years of teaching experience.

Marla Schlesinger, MSN, RN (Full-Time Faculty)
Ms. Schlesinger earned her Bachelor of Science in Nursing from Arizona State University and a Master of Science in Nursing from California State University – Los Angeles. She has worked as a Staff Nurse at Cedars Sinai Medical Center, a Nurse Practitioner at S.T. Yadegar, a Nursing Director at Spiritual Hospice and a Nursing Instructor at Concorde Career College.

Allen Smith, MSN, BSN, RN (Part-Time Faculty)
Mr. Smith earned his Associates Degree in Nursing from Los Angeles Trade Technical College. He later earned his Bachelor of Science in Nursing as well as his Master of Science in Nursing-Health Informatics from Grand Canyon University. His nursing experience includes working for the following facilities & units, including: California Rehabilitation Institute at the Acute Unit; Kaiser Permanente WLA at the Medical-Surgical/Telemetry Unit; & Kaiser Permanente SB at the Stroke Unit.

Mary Harriette Szaniszlo, MSN/Ed, RN (Adjunct Faculty)
Ms. Szaniszlo earned her Bachelor of Science in Nursing from the Philippine Women's University in Manila, Philippines and her MS in Nursing Education from the Grand Canyon University. She has 10+ years of nursing experience in Labor & Delivery, Gerontological and Psychiatric Units. She also has 10+ years of teaching experience in Theory, Clinical and Simulation working with different colleges in both Los Angeles and Orange counties.

Marcelo Tanjusay, MAN-AHN, BSN, RN (Full-Time Faculty)
Mr. Tanjusay holds a BS in Nursing from University of Iloilo and his Masters in Nursing with the University of the Philippines. He has over 9 years of nursing experience working in med-surg, treatment and telemetry units. He was previously working as a clinical instructor with American Career College.

Michael Thompson, EdD, MBA, MSN, RN, CNML (Full-Time Faculty)
Dr. Thompson holds: 2 Bachelors of Science Degrees namely Biomedical Engineering from Louisiana Tech University & Science from West Coast University; 2 Masters Degrees namely Business Administration as well as Nursing Leadership, both from Grand Canyon University in 2016; and a Doctoral of Education in Organization Leadership from the University of Massachusetts Global in 2023. He has over 9 years of nursing experience working in pediatrics, hematology & oncology. He then progressed to working in Administration-related functions for the next couple of years. For the last 4 years, he held Nursing Faculty as well as Management positions from different colleges such as WCU, ACC & CNI.

Trudie Tran, MSN, BSN, RN (Part-Time Faculty)
Ms. Tran has a Bachelor of Science in Healthcare Administration from California State University Long Beach as well as a Bachelor of Science in Nursing from West Coast University. She also earned a Master of Science in Nursing-Psychiatric Mental Health Nurse Practitioner also from West Coast University. She has worked as a Case Manager for the Volunteers of America & as a Psychiatric Nurse for various facilities & agencies, such as: College Hospital Costa Mesa, Care National Staffing, OC Health Care, QCI Healthcare & College Medical Center Long Beach.

Quynh Tran, BSN, RN (Part-Time Faculty)
Ms. Tran earned her Associates Degree in Nursing in Cerritos College and her Bachelor of Science in Nursing in Western Governor University. A Registered Nurse for more than 14 years. She worked in ICU/ Medical Surgical and Telemetry Unit in Los Alamitos Medical Center since 2010, and in Critical Care/ Direct Observation Unit in Kaiser Permanente in Irvine, California in 2020- up to present.

Tremaine Truitt, MA, BA (Adjunct Faculty)
Mr. Truitt earned a Bachelor of Arts in Sociology as well as History, both from the University of Nevada Las Vegas. He also has a Master of Arts in Sociology from California State University Fullerton. He works as an Educational Consultant for JD Consulting Group. He is also serves an Instructor for both the Los Angeles as well as the Ventura County Community College Districts.

Sabir Uddin, MSN, BSN, RN (Adjunct Faculty)
Mr. Uddin holds a Bachelor of Science in Nursing from Coppin State University and a Master of Science in Nursing from the University of Maryland, both of which are in Baltimore, MD. He has direct patient care experience from a Medical Center, Hospital and SNF in MD. He has also held Management & Leadership positions from various facilities. He held Nursing Faculty positions from different colleges offering LVN, ADN & BSN.

City of Industry Campus:

* City of Industry location is in process of expanding Faculty and Administrators

Lloyd Sun, MBA	*Branch School Director/ On-Site Administrator*
Kathy Torrance*	*Director of Financial Aid*
Mandy Duan	*Associate School Director/ Assistant Director of Financial Aid*
Kalvin Latimer	*Assistant School Director/ Program Director, Medical Assistant*
Julia Chu*	*Chief Financial Officer/ Business Officer*
Jane Yang	*Business Officer*
Dr. Michael Kahler	*Program Director, Business Administration (MBA, BABA)*
Bernard Riccomini, MBA, MSN	*Program Director, Vocational Nursing & Nurse Assistant*
Zabrina Alibadbad, BSN, RN	*Assistant Program Director, Vocational Nursing & Nurse Assistant*
Yuki Zhao	*Registrar*
Alida Montanez-Salas	*College Librarian*
Christina Baker	*Distance Education Coordinator*
Vivian Kim	*Director of Job Placement, Student Service Coordinator*
Moshoo Muxiye	*Admissions Representative*
Sebrina Xu	*Admissions Representative*
Elaine Wang	*Financial Aid Advisor*
Bernie Ying Chen	*IT Specialist/Help Desk*

*covers both campuses

Carina Aguirre, JD (Adjunct Faculty)
Dr. Carina Aguirre is a Juris Doctor in Law and Bachelor's Degree in Journalism at Texas Tech University. Dr. Aguirre is eager to bring students into the various subject disciplines using a unique combination of over 5, 500 classroom education hours coupled with years of experience in international law, family law, and immigration.

Christina Baker, PhD, MBA, MS, MA, BA (Full-Time Faculty)
Ms. Christina holds a PhD degree on Curriculum and Instruction at Capella University. She earned her MBA for Non-profit Management at Hope International University, Master of Science in Education at Capella University, and Master of Arts in Communication at California State University, Los Angeles. She obtained her B. A degree in Speech Communication at California State University, Long Beach. She has vast experience on special training, on campus or Hybrid teaching, and online teaching. She has been teaching in a college or university environment over seven years.

Bernard Riccomini, MBA, MSN, RN, PHN (Full-Time Faculty)
Mr. Riccomini holds a Master's in Business Administration from the American Intercontinental University, an MS and BS in Nursing from the University of Phoenix and an AS in Nursing from Mount St. Mary's University. He was the Director of Nursing Education for Preferred College of Nursing. His other nursing experience include: Director of Nursing, Director of Patient Care Services, Case Manager, Clinical Supervisor and Director of Staff Development, among others.

Jean Chan, MSN, BSN, RN (Adjunct Faculty)
Ms. Chan obtained her MSN from the University of Phoenix in 2018 and her BSN from the University of Missouri - Columbia in 1990. She currently holds a full-time position as a Registered Nurse in ICU at the Kaiser Permanente Irvine location. Fluent in Mandarin, she is the lead instructor for the VN program in clinical and skills development. She currently follows up with students at the Park Regency Healthcare facility and helps mentor new clinical instructors.

Xiaohua "Lily" He: MSN, BSN, RN, NP (Adjunct Faculty)
Ms. Lily, as she is fondly called by her students and staff, obtained her Associates degree in 2001 from the Shandong "Linyi" Medical College and her BSN from Binzhou Medical University in 2003. She finished her MSN - FNP (Family Nurse Practitioner) in 2018 from Azusa Pacific University. She currently works at the Golden State Care Center as the lead RN and has proven to be an invaluable asset as a tutor to our students. She is fluent in Mandarin.

Michael Kahler Ed.D, M.Ed., MAIA, BS. Business (Adjunct Faculty)
Dr. Kahler graduated with his Ed.D. at argosy University in 2013. He also holds a Master's Degree in International Affairs at California State University Sacramento. Dr. Kahler has a Bachelor's degree in Business from Babson College. He has over 7 years of experience as an instructor. His profession experience includes entrepreneurship and International consulting.

Amanda Kenderes, Ph.D., M.Ed., B.A. (Adjunct Faculty)
Dr. Amanda Kenderes earned her Ph.D. in Education (Social Sciences and Comparative Education) at UCLA in 2012. Dr. Kenderes obtained her Master's Degree in Education (with a secondary teaching credential in English and Communication) at Aquinas College. She received her Bachelor's Degree in English & Psychology at Grand Valley State University. With an international upbringing that spans five continents, Dr. Kenderes is interested in issues of communication and identity. She has over ten years of experience teaching in Korea, Michigan, and California. She has worked for the United Nations (UNESCO), UCLA, and Loyola Law School.

James Powell, Ph.D (in-progress), MBA (Adjunct Faculty)
Mr. Powell graduated from Pepperdine University, Malibu, CA and is currently pursuing a Doctor of Business Administration from Walden University. From 2012 to present, he has been working as a Professor and Department Chair at DeVry University and Keller Graduate School of Management, Long Beach, CA. From 2009 to 2012, Mr. Powell has served as a Program Dean at DeVry University under College of Business and Management department. His teaching experiences in business administration accumulate over 30 years.

Maria Cynthia Ortega, MA, (Part-Time Faculty)
Mrs. Ortega is a medical assistant with over fifteen years of industry experience and one year of teaching experience. Mrs. Ortega earned her certificate as a Medical Assistant through North Hollywood College Medical and Dental Career.

LaDwan Thompson, MA (Full-Time Faculty)
Mrs. Thompson is a seasoned medical assistant with more than seven years of extensive industry experience, coupled with seven years of teaching expertise. She earned her Medical Assistant certification from CEI College and is a certified Basic Life Support (BLS) instructor with the American Heart Association.

Michael Wang, MA (Adjunct Faculty)
Mr. Michael Wang earned his Master Degree of Accountancy and major in Taxation at Case Western Reserve University in Cleveland, Ohio, United States. He is with Vast experience as an instructor in accounting, management, marketing, business operations. He has worked at Fort Hayes State Institute, Prudential Insurance etc.

Xichun Wang, Ph.D, MHA (Adjunct Faculty)
Mr. Steve Xichun Wang graduated from Shanghai Jiaotong University in Stomatology in 2006. Mr. Wang got his Master's Degree in Public Administration at University of San Francisco in 2010. From 2011 to 2014, he worked at City of Hope National Cancer Research Center in Los Angeles as Research Associate. He provided overall management of research and business operations in Division of Metabolic Diseases and Molecular Diabetes Research. Now he is pursuing his Ph.D. in computational biology.

Zabrina Alibadbad, BSN, RN (Part-Time Faculty)
Ms. Alibadbad earned her Bachelor of Science in Nursing from Azusa Pacific University, as well as three Associate of Arts degrees in Social & Behavioral Sciences, Natural Sciences, and Humanities from Pasadena City College. She has worked as an RN and an LVN, focusing on home healthcare and rehabilitation, as well as a VN instructor at Integrity College of Health.

Di Wang, M.S. (Adjunct Faculty)
Mr. Di Wang obtained his Master of Science degree in Healthcare Decision Analysis from University of Southern California in May 2019. He obtained his Bachelor of Art Degree in Business Administration in July 2017. He worked as a Case Manager in Sky Vision Investment Group from March 2019 to November 2019, and worked as Healthcare Marketing Specialist in Sky Vision Investment Group from November 2019 to March 2020.
m November 2019 to March 2020.

Judy Chialin Kang, ASN, RN (Adjunct Faculty)
Ms. Judy Kang completed a five-year junior college nursing program at Deh Yu College of Nursing and Management and Deh Yu Institute of Technology, located in Keelung, Taiwan,

graduated in July 1996 with an official United States educational equivalency of an Associate of Science in Nursing. She currently works at the Whittier Medical Center as a staff RN providing and managing patient care from 2008 to the present. Prior, she worked at the Presbyterian Intercommunity Hospital as an RN in an acute care setting.

Linda Fugawa, MSN, RN (Adjunct Faculty)
Ms. Linda Fugawa gained her Bachelor of Science in Nursing (BSN) at the West Coast University and continued her education further to achieve her Master of Science in Nursing degree, Family Nurse Practitioner, at the United States University that was conferred last April 2020. As a professional experience, she worked as an ER, OR nurse, and did some RN case management of patients from Montclair Hospital Medical Center in Montclair, Emanate Health Hospital in Covina, and more recently in East Valley Medical Center in Pomona. She is currently teaching the VN program at the American Career College and Angeles College, City of Industry campus.

Gregorio V. Uy, BSN, RN (Adjunct Faculty)
Dr. Greg Uy his primary degree in Doctor of Medicine (MD), at the University of Santo Tomas, Mainly, Philippines in 1977. His undergrad and pre-med was in Bachelor of Science in Nursing (BSN) from Sta. Rita Hospital School of Nursing and Midwifery in the Philippines. His professional work encompasses primary care in Asia, hospice registered nursing in Anaheim California, and currently teaching for North West College in Long Beach and Angeles College, City of Industry campus, vocational nursing program.

My Thi Pham, MSN, RN (Adjunct Faculty)
Ms. My Pham graduated at Azusa Pacific University with a Bachelor of Science in Nursing (BSN) degree, and The University of Texas at Arlington with a Master of Science in Nursing (MSN) degree. She currently works for Kaiser Permanente in Anaheim, California as a Staff Registered Nurse providing direct patient care in the Neonatal Intensive Care Unit (NICU) department since 2014. Further, Ms. Pham is a faculty member of the CNI College teaching the VN program since 2020.

Irene Gail Orozco, BSN, RN (Adjunct Faculty)
Ms. Orozco is an experienced Registered Nurse with a diverse background in healthcare. She has worked at Kaiser Permanente and Pioneer Healthcare, providing care in medical surgical, telemetry, and COVID units. Ms. Orozco also gained experience at hospitals like Stanford Health Care and Medstar Washington Hospital Center. Her expertise includes advanced heart failure, hepatology, and vascular surgery. Ms. Orozco is a versatile and dedicated nurse with a commitment to providing high-quality patient care and nursing education and training. She has received her Bachelor of Science in Nursing degree at Bowie State University, in Bowie Maryland.

Elisa Claros, BSN, RN (Adjunct Faculty)
Ms. Claros is a highly educated and experienced healthcare professional with a Bachelor of Science in Nursing and multiple associate degrees in nursing and vocational nursing. She is a Registered Nurse and a Licensed Vocational Nurse in California and holds various certifications including BLS, PALS, ACLS, NRP, and STABLE. Elisa has completed

numerous professional development courses in areas such as team building, critical thinking, advanced practice nursing, and cardiac care. With her extensive education and certifications, she is well-prepared to provide exceptional care in diverse healthcare settings including molding future nursing students through education and training. Ms. Claros has earned her Bachelor of Science in Nursing degree at University of Phoenix where she garnered Magna Cum Laude, and an associate degree in nursing (ADN) at Mt. San Antonio College in Walnut, California.

Edelwina Espino, BSN, RN (Adjunct Faculty)
Ms. Espino is a highly skilled and experienced healthcare professional with over 13 years of experience in various healthcare settings. She has a strong background in patient care, specifically in renal care as an Acute Care RN, Acute Dialysis RN, and Chronic Care Dialysis RN. Ms. Espino's expertise in patient assessment, treatment planning, and medication administration has consistently resulted in positive outcomes for her patients. Additionally, she has proven herself to be an effective leader and supervisor, successfully managing teams of healthcare professionals in Med/Surg and Oncology units. Ms. Espino is a graduate with a Bachelor of Science in nursing degree at the Lyceum Northwestern University. She is known for her exceptional communication skills, compassion, and dedication to evidence-based care. Overall, she is an asset to any healthcare organization.

Sandra Warner, AA, LVN, DSD (Adjunct Faculty)
Ms. Warner has a diverse range of nursing experiences in various settings. She worked as a COVID checker at STAAR Surgical, administering screening questionnaires and checking temperatures. At RCM Health Service, she traveled to different school sites to conduct COVID-19 testing on students and staff. In her role at Accent Care Home Health, she provided direct nursing care to patients in their homes, including those with tracheostomies, gastric feeding tubes, and ventilators. In addition to her nursing experience, Ms. Warner holds a degree in Social Behavioral Sciences. This background in social sciences may provide her with a deeper understanding of human behavior, communication, and the social determinants of health. It can enhance her ability to provide holistic care and effectively communicate with patients and their families.

Nicholas Bedolla, MSN, RN (Adjunct Faculty)
Mr. Bedolla is an experienced Registered Nurse with a Master of Science in Nursing (MSN) and a focus on education. He has worked in various healthcare settings, including City of Hope as a Staff Nurse and Rapid Response Nurse, California State University as Nursing Faculty, and Emanate Health as a Staff Nurse in the Emergency Department (ED), Intensive Care Unit (ICU), Definitive Observation Unit (DOU), and Medical/Surgical/Oncology (MS/ONC) departments. He has also served as Clinical Adjunct Faculty at Citrus College and Skills Lab Coordinator at West Coast University. Mr. Bedolla has a Bachelor of Science in Nursing and an Associate of Science in Registered Nursing, as well as a Public Health Nurse Certificate (PHN) and certifications in BLS, ACLS, PALS, and NIHSS. His licenses include a CA RN license and a WARN license. He is also a Critical Care Registered Nurse (CCRN).

Rex Banguguilan, MSN, RN (Adjunct Faculty)
Mr. Banguguilan is an experienced and versatile Registered Nurse with a strong background in various healthcare settings. He currently works as a per diem Registered Nurse at Foothill Presbyterian Hospital and as a School Nurse for the Los Angeles Unified School District. Mr. Banguguilan has extensive experience in departments such as DOU/Telemetry, ICU, and Med-Surg. He holds multiple certifications including PHN, CMSRN, NCSN, ACLS, BLS, and NIHSS. Mr. Banguguilan is highly educated, with a Master of Science in Nursing Administration at California State University, a Nurse Educator Certificate, a BSN at University of Texas, Arlington, and an AND at Citrus Community College. He is dedicated to providing excellent patient care and making a positive impact in the healthcare field.

The pictures featured on the cover of this catalog are taken
from the Los Angeles Campus' Vocational Nursing program

ANGELES COLLEGE