Catalog

Winter Edition 2024

WINTER 2024

2024-2025 Catalog

Los Angeles Campus (Branch)
12215 Victory Boulevard
North Hollywood, CA 91606
(818) 299-5500

Center for Graduate Studies (Branch)

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

Orange County Campus (Branch)
1477 S. Manchester Avenue
Anaheim, CA 92802
(714) 782-1700

Orange County (Learning Site)
2411 West La Palma Avenue
Anaheim, CA 92801
(714) 782-1717

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

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

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

www.westcoastuniversity.edu

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(Supersedes prior catalog dated July 1, 2024 - December 31, 2024)

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

FROM THE PRESIDENT

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

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

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

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

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

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

Sincerely,

Jeb Egbert
Interim Co-President, West Coast University
Jami Frazier
Interim Co-President, West Coast University

STATEMENT OF OWNERSHIP

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

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

West Coast University (Main Campus)
2323 North Central Expressway
Richardson, TX 75080
(214) 453-4533

The WCU logo contains emblems symbolizing:

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

TRUE AND CORRECT STATEMENT

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

President

PROGRAM OR POLICY CHANGES

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

CLERY AND VAWA TRAINING

All students are required to complete a Clery/VAWA Safety and Education Training by the end of their first term/semester.

STATE AUTHORIZATION AND LICENSURES

TEXAS

The Texas Higher Education Coordinating Board (THECB) has granted WCU-Texas a Certificate of Authorization to offer associate, bachelor, master, and doctoral degree programs.

The Texas Higher Education Coordinating Board (THECB) has granted WCU–Los Angeles a Certificate of Authorization to conduct clinical, internship, or field-based educator training in Texas.

Based on the institutional accreditation granted to all WCU campuses by WSCUC, both WCU-Texas and WCU-Los Angeles have demonstrated they qualify for an exemption pursuant to the Texas Education Code, and the THECB rules, from some, but not all, regulations. The exemption is included in the certificate of authorization granted to each campus.

Texas Higher Education Coordinating Board (THECB)
1801 North Congress Avenue, Suite 12.200
Austin, TX 78701
(512) 427-6101
www.highered.texas.gov
www.highered.texas.gov/student-complaints

CALIFORNIA

West Coast University is a private institution approved to operate by the California Bureau of Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. All California campus locations are approved to operate under this authorization by the BPPE. In addition, the West Coast University Texas Campus is registered with the BPPE as an Out-of-State Institution.

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

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

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

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

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting https://osar.bppe.ca.gov/.

FLORIDA

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

Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 244-6684.

OTHER STATES (DISTANCE EDUCATION)

West Coast University enrolls students in distance education programs for didactic and/or clinical education programs in select states where it has obtained authorization or authorization is not required. Students not residing in a state listed in the catalog are not eligible to engage in distance education. Note that a didactic program is offered all online and has no in-person training required. A clinical program requires some type of in-person training. There may be limits on clinical program enrollment in some states, please check with your admissions advisor.

Arizona - didactic and clinical

Colorado – didactic only

Hawaii - didactic and clinical

Idaho – didactic only

Louisiana – didactic only

Missouri – didactic only

Nevada – didactic only

New Jersey – didactic only

Ohio – didactic only

Oklahoma – didactic only

Pennsylvania – didactic only

South Carolina – didactic and clinical

South Dakota – didactic and clinical

Tennessee – didactic only

Vermont – didactic and clinical

West Virginia – didactic only

ACCREDITATION AND APPROVALS

Program	Accreditor	Address	Disclosure / Other Information
Institutional Accreditation	WASC Senior College and University Commission	1080 Marina Village Parkway Suite 500 Alameda, CA 94501 (510) 748-9001 Website: www.wscuc.org	West Coast University is accredited by WASC Senior College and University Commission (WSCUC), an institutional accrediting body recognized by the U.S. Department of Education (USDOE) and the Council on Higher Education Accreditation (CHEA).
Bachelor of Science, Dental Hygiene (BSDH)	Commission on Dental Accreditation (CODA)	211 East Chicago Avenue Chicago, IL 60611-2678 800-621-8099 or (312) 440-4653 Website:www.ada.org	The Dental Hygiene program offered at the Orange County campus is accredited by the Commission on Dental Accreditation (CODA).
Bachelor of Science Nursing (BSN)	Commission on Collegiate Nursing Education (CCNE)	655 K Street Suite 750 Washington DC 20001 (202) 877-6791 Website: www.ccneaccreditation.org	The baccalaureate degree program in nursing at West Coast University is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).
Bachelor of Science Nursing	NLN Commission for Nursing	2600 Virginia Avenue NW Washington, DC 20037 (202) 909-2526	West Coast University Bachelor of Science in Nursing program holds

(BSN)	Education Accreditation (CNEA)	Website: cnea.nln.org	initial accreditation from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue NW, Washington, DC 20037.
Master of Science Nursing (MSN)	Commission on Collegiate Nursing Education (CCNE)	655 K Street Suite 750 Washington DC 20001 (202) 877-6791 Website: www.ccneaccreditation.org	The master's degree program in nursing at West Coast University is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).
Master of Science Nursing (MSN)	NLN Commission for Nursing Education Accreditation (CNEA)	2600 Virginia Avenue NW Washington, DC 20037 (202) 909-2526 Website: cnea.nln.org	West Coast University's Master's Degree in Nursing program holds initial accreditation from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, Washington, DC 20037.
Post-Graduate APRN Certificate Program	Commission on Collegiate Nursing	655 K Street Suite 750 Washington DC 20001 (202) 877-6791	The post-graduate APRN certificate program at West Coast University is accredited by the

	Education (CCNE)	Website: www.ccneaccreditation.org	Commission on Collegiate Nursing Education (www.ccneaccreditation.org).
Post-Graduate APRN Certificate Program	NLN Commission for Nursing Education Accreditation (CNEA)	2600 Virginia Avenue NW Washington, DC 20037 (202) 909-2526 Website: cnea.nln.org	West Coast University's Post-Master's Certificate program holds initial accreditation from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, Washington, DC 20037.
Bachelor of Science, Nursing (BSN and LVN-BSN)	California Board of Registered Nursing (BRN)	1747 North Market Boulevard Suite 150 Sacramento, CA 95834 (916) 322-3350 Website: www.rn.ca.gov	The nursing pre-licensure (LVN to BSN and BSN) programs offered at West Coast University are approved by the California Board of Registered Nursing.
Bachelor of Science, Nursing (BSN and LVN-BSN)	Texas Board of Nursing (TBON)	333 Guadalupe #3-460 Austin, TX 78701 Website: www.bon.texas.gov	West Coast University is approved by the Texas Board of Nursing for the pre-licensure nursing (BSN) programs.
Bachelor of Science, Nursing (BSN and LPN-BSN)	Florida Board of Nursing	4052 Bald Cypress Way Bin C-10 Tallahassee, FL 32399-3252 (850) 245-4125 Website:floridasnursing.gov	

Master of Science, Occupational Therapy (MSOT-CA)	Accreditation Council of Occupational Therapy (ACOTE)	7501 Wisconsin AvenueSuite 510E Bethesda, MD 20814 (301) 652-2682 Website:www.aota.org/Educate/Accredit.aspx	The entry-level MSOT Program at WCU received accreditation in December 11, 2014 from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is 301-652-2682, and their web address is www.acoteonline.org . Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, states require

			licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.
Master of Science, Occupational Therapy (MSOT-TX)	Accreditation Council of Occupational Therapy (ACOTE)	7501 Wisconsin Avenue Suite 510E Bethesda, MD 20814 (301) 652-2682 Website:www.aota.org/Educate/Accredit.aspx	The WCU entry-level occupational therapy master's degree (MSOT) program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) or the American Occupational Therapy Association (AOTA) , located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org . The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation and be granted Accreditation

			Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a student's ability to sit for the NBCOT certification examination or attain state licensure.
Doctorate of Science, Occupational Therapy (OTD)	Accreditation Council of Occupational Therapy (ACOTE)	7501 Wisconsin Avenue Suite 510E Bethesda, MD 20814 (301) 652-2682 Website:www.aota.org/Educate/Accredit.aspx	West Coast University's Doctor of Occupational therapy program received accreditation on July 26, 2019 from the Accreditation Council for Occupational Therapy

(ACOTE) of the American Occupational Therapy Association (AOTA), at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is 301-652-2682, and their web address is acoteonline.org

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Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT), Inc. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Though most states require licensure in order to practice, the state licenses are usually contingent on successful passage of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination

			as well as eligibility to obtain state licensure.
Doctor of Physical Therapy (DPT)	Commission on Accreditation in Physical Therapy Education (CAPTE)	1111 North Fairfax Street Alexandria, VA 22314 (703) 706-3245 Email:accreditation@apta.org Website: www.capteonline.org/Home.aspx	Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination, which is required in all states. The Doctor of Physical Therapy program at West Coast University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA, 22305; Telephone: 703-684-2782; email: accreditation@apta.org; website www.capteonline.org .
Doctor of Pharmacy (PharmD)	Accreditation Council for Pharmacy Education	190 South LaSalle Street Suite 3000, Chicago, IL 60603-4810 312-644-3575 Fax: 866-228-2631	West Coast University School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council

	(ACPE)	Website: www.acpe-accredit.org .	for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603-4810, 312-644-3575; fax 866-228-26431, web site www.acpe-accredit.org. The Doctor of Pharmacy program at WCU received accredited status in 2018. The accreditation term granted for the Doctor of Pharmacy program extends until January 31, 2025. The professional program of the School and its accreditation status is designated on ACPE's website, www.acpe-accredit.org . PLEASE NOTE THAT LICENSURE TO PRACTICE AS A PHARMACIST IS REQUIRED IN EVERY STATE. HOWEVER, THE EXAM AND LICENSURE REQUIREMENTS VARY BY STATE. IT IS YOUR RESPONSIBILITY TO RESEARCH THE REQUIREMENTS IN THE STATE IN WHICH YOU PLAN TO PRACTICE.
Master of Physician Assistant	Accreditation Review Commission	3325 Paddocks Parkway Suite 345 Suwanee, Georgia 30024	The ARC-PA has granted Accreditation-Provisional status to the West

(MPA) - TX	on Education for the Physician Assistant, Inc. (ARC-PA)	(770) 476-1224 Website:www.arc-pa.org	Coast University, Texas Physician Assistant Program sponsored by West Coast University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation. Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at www.arc-

pa.org/accreditation-history-west-coast-university/

To become a certified PA (PA-C), one must pass the Physician Assistant National Certifying Exam (PANCE). In addition, students must obtain state medical board registration/licensure. The licensure requirements will vary from state to state.

A PA may not begin working as a Physician Assistant in most states until they have successfully passed the Physician Assistant National Certifying Examination (PANCE) AND has been licensed/ registered by the state in which they practice. There may be exceptions for certain state licensures or for federal employment, such as the military and Veterans Administration. Failure to complete all necessary steps may constitute practicing medicine

			without a medical license. Upon graduation, students are responsible for ensuring they obtain all required licenses and certifications. West Coast University is not responsible for registration or licensing; the student is solely responsible for all such requirements and verifying proper authorizations to practice medicine have been obtained.
Doctor of Nursing Practice (DNP)	Commission on Collegiate Nursing Education (CCNE)	655 K Street Suite 750 Washington DC 20001 (202) 877-6791 Website:www.aacnnursing.org/CCNE	The Doctor of Nursing Practice program, and post-graduate APRN certificate program at West Coast University are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).
Doctor of Nursing Practice (DNP)	NLN Commission for Nursing Education Accreditation (CNEA)	2600 Virginia Avenue NW Washington, DC 20037 (202) 909-2526 Website: cnea.nln.org	West Coast University's Doctor of Nursing Practice program holds initial accreditation from the National League for Nursing Commission for

			Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, Washington, DC 20037.
Associate Degree in Nursing (ADN)	NLN Commission for Nursing Education Accreditation (CNEA)	2600 Virginia Avenue, NW Washington, DC 20037 (202) 909-2526 Website: cnea.nln.org	West Coast University's Associate Degree in Nursing program holds initial accreditation from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, Washington, DC 20037.
Master of Speech Language Pathology(MSLP)	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)		The Master's of Speech Language Pathology (M.S.L.P.) education program in speech-language pathology distance education program at West Coast University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850,

			800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.
Master of Physician Assistant (MPA) - CA	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	3325 Paddocks Parkway Suite 345 Suwanee, Georgia 30024 (770) 476-1224 Website: www.arc-pa.org	The ARC-PA has granted *Accreditation-Provisional* status to the West Coast University Physician Assistant Program sponsored by West Coast University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation. Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of

students.

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

To become a certified PA (PA-C), one must pass the Physician Assistant National Certifying Exam (PANCE). In addition, students must obtain state medical board registration/licensure. The licensure requirements will vary from state to state.

A PA may not begin working as a Physician Assistant in most states until they have successfully passed the Physician Assistant National Certifying

			Examination (PANCE) AND has been licensed/ registered by the state in which they practice. There may be exceptions for certain state licensures or for federal employment, such as the military and Veterans Administration. Failure to complete all necessary steps may constitute practicing medicine without a medical license. Upon graduation, students are responsible for ensuring they obtain all required licenses and certifications. West Coast University is not responsible for registration or licensing; the student is solely responsible for all such requirements and verifying proper authorizations to practice medicine have been obtained.
Master of Public Health (MPH)	Council on Education for Public Health (CEPH)	1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910 (202) 789-1050 Website www.ceph.org	West Coast University is an applicant for accreditation by the Council on Education for Public Health. The

			accreditation review will address the Master of Public Health (MPH) program. Other degrees and areas of study offered by this institution will not be included in the unit of accreditation review.
Master of Science in Clinical Mental Health Counseling (MSCMHC)	California Board of Behavioral Sciences (BBS)	625 North Market Blvd., Suite S-200 Sacramento, CA 95834 (916) 574-7830 | TDD (800) 326-2297 www.bbs.ca.gov	The California Board of Behavioral Sciences (BBS) has determined the Master of Science degree in Clinical Mental Health Counseling at West Coast University includes coursework that meets the statutory requirements for licensure as a Licensed Professional Clinical Counselor (LPCC) and registration as an Associate Professional Clinical Counselor.

PROGRAMS BY CAMPUS LOCATION

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

BSHA - Finance Track	X
BSHA - Strategic Management Track	X

Graduate Programs

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

MSN - Nurse Educator Track	X
MSN - Family Nurse Practitioner Track	X
MSN - Nurse Leader Track	X
RN to Master of Science in Nursing (MSN)	
RN to MSN - Adult-Gerontology Acute Care Nurse Practitioner Track	X
RN to MSN - Adult-Gerontology Primary Care Nurse Practitioner Track	X
RN to MSN - Family Nurse Practitioner Track	X
RN to MSN - Nurse Educator Track	X
RN to MSN - Nurse Leader Track	X
RN to MSN - Psychiatric - Mental Health Nurse Practitioner Track	X
Doctor of Nursing	X

Practice (DNP)				
Master of Science in Occupational Therapy (MSOT) - CA			X	
Occupational Therapy Doctorate (OTD)			X	
Doctor of Physical Therapy (DPT)			X	
Master of Physician Assistant (MPA)			X	X
Doctor of Pharmacy (PharmD)			X	
Speech Language Pathology (MSLP)		X		
Master of Science in Clinical Mental Health Counseling		X	Postponed	Postponed
Post-Master's Certificate Programs				
Adult-Gerontology Acute Care Nurse Practitioner *(Post-Master's)*		X		
Adult-Gerontology Primary Care Nurse Practitioner *(Post-Master's)*		X		

Family Nurse Practitioner *(Post-Master's)*	X
Nurse Educator *(Post-Master's)*	X
Nurse Leader *(Post-Master's)*	X
Psychiatric - Mental Health Nurse Practitioner *(Post-Master's)*	X

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

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

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

ACADEMIC CALENDAR

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

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

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

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

8 WEEK ACADEMIC CALENDAR

This Academic Calendar supports the following programs:

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

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
Fall I 2024	Monday, September 2, 2024	Tuesday, September 10, 2024	Thursday, October 10, 2024	Sunday, October 27, 2024	*Labor Day*, Monday, September 2, 2024*
Fall II 2024	Monday, October 28, 2024	Tuesday, November 5, 2024	Thursday, December 5, 2024	Sunday, December 22, 2024	*Thanksgiving Break*, Thursday-Sunday, November 28 - December 1, 2024* *Intermission*, Monday-Sunday, December 23, 2024 - January 5, 2025
Spring I 2025	Monday, January 6 2025	Tuesday, January 14, 2025	Thursday, February 13, 2025	Sunday, March 2, 2025	*Martin Luther King Jr. Day*, Monday, January 20, 2025*

					President's Day, Monday, February 17, 2025
Spring II 2025	Monday, March 3, 2025	Tuesday, March 11, 2025	Thursday, April 10, 2025	Sunday, April 27, 2025	*Intermission*, Monday-Sunday, April 28 - May 4, 2025*
Summer I 2025	Monday, May 5, 2025	Tuesday, May 13, 2025	Thursday, June 12, 2025	Sunday, June 29, 2025	*Memorial Day*, Monday, May 26, 2025* *Juneteenth Day*, Thursday, June 19, 2025
Summer II 2025	Monday, June 30, 2025	Tuesday, July 8, 2025	Thursday, August 7, 2025	Sunday, August 24, 2025	*Independence Day*, Thursday-Friday, July 3-4, 2025* *Intermission*, Monday-Sunday, August 25-31, 2025
Fall I 2025	Monday, September 1, 2025	Tuesday, September 9, 2025	Thursday, October 9, 2025	Sunday, October 26, 2025	*Labor Day*, Monday, September 1, 2025*
Fall II 2025	Monday, October 27, 2025	Tuesday, November 4, 2025	Thursday, December 4, 2025	Sunday, December 21, 2025	*Thanksgiving Break*, Thursday-Sunday, November 27-30, 2025*
					Intermission, Monday-Sunday, December 22, 2025 - January 4, 2026
Spring I 2026	Monday, January 5, 2026	Tuesday, January 13, 2026	Thursday, February 12, 2026	Sunday, March 1, 2026	*Martin Luther King Jr. Day*, Monday, January 19, 2026* *President's Day*, Monday, February 16, 2026
Spring II 2026	Monday, March 2, 2026	Tuesday, March 10, 2026	Thursday, April 9, 2026	Sunday, April 26, 2026	*Intermission*, Monday-Sunday, April 27 - Ma 3, 2026*
Summer I 2026	Monday, May 4, 2026	Tuesday, May 12,	Thursday, June 11,	Sunday, June 28,	*Memorial Day*, Monday, May 25, 2026* *Juneteenth Day*,

		2026	2026	2026	Friday, June 19, 2026
Summer II 2026	Monday, June 29, 2026	Tuesday, July 7, 2026	Thursday, August 6, 2026	Sunday, August 23, 2026	*Intermission*, Monday-Sunday, August 24-30, 2026*
Fall I 2026	Monday, August 31, 2026	Tuesday, September 8, 2026	Thursday, October 8, 2026	Sunday, October 25, 2026	*Labor Day*, Monday, September 7, 2026*
Fall II 2026	Monday, October 26, 2026	Tuesday, November 3, 2026	Thursday, December 3, 2026	Sunday, December 20, 2026	*Thanksgiving Break*, Thursday-Sunday, November 26-30, 2026*
					Intermission, Monday-Sunday, December 21, 2026 - January 3, 2027
Spring I 2027	Monday, January 4, 2027	Tuesday, January 12, 2027	Thursday, February 11, 2027	Sunday, February 28, 2027	*Martin Luther King Jr. Day*, Monday, January 18, 2027**President's Day*, Monday, February 15, 2027
Spring II2027	Monday, March 1, 2027	Tuesday, March 9, 2027	Thursday, April 8, 2027	Sunday, April 25, 2027	*Intermission*, Monday - Sunday, April 26 - May 2, 2027*
Summer I 2027	Monday, May 3, 2027	Tuesday, May 11, 2027	Thursday, June 10, 2027	Sunday, June 27, 2027	*Memorial Day*, Monday, May 31, 2027**Juneteenth Day*, Friday, June 18, 2027
Summer II 2027	Monday, June 28, 2027	Tuesday, July 6, 2027	Thursday, August 5, 2027	Sunday, August 22, 2027	*Independence Day*, Monday, July 5, 2027**Intermission*, Monday - Sunday, August 23 - 29, 2027
Fall I 2027	Monday, August 30,	Tuesday, September	Thursday, October 7,	Sunday, October	*Labor Day*, Monday, September 6, 2027

	2027	7, 2027	2027	24, 2027	
Fall II 2027	Monday, October 25, 2027	Tuesday, November 2, 2027	Thursday, December 2, 2027	Sunday, December 19, 2027	*Thanksgiving Break*, Thursday - Sunday, November 25-28, 2027* *Intermission*. Monday - Sunday, December 20, 2027 - January 2, 2028
Spring I 2028	Monday, Monday, January 3, 2028	Tuesday, January 17, 2028	Thursday, February 10, 2028	Sunday, February 27, 2028	*Martin Luther King Jr. Day*, Monday, January 17, 2028* *President's Day*, Monday, February 21, 2028
Spring II 2028	Monday, February 28, 2028	Tuesday, March 7, 2028	Thursday, April 6, 2028	Sunday, April 23, 2028	*Intermission*,Monday - Sunday, April 24 - 30, 2028*
Summer I 2028	Monday, May 1, 2028	Tuesday, May 9, 2028	Thursday, June 8, 2028	Sunday, June 25, 2028	*Memorial Day*, Monday, May 29, 2028* *Juneteenth Day*, Monday, June 19, 2028
Summer II 2028	Monday, June 26, 2028	Tuesday, July 4, 2028	Thursday, August 3, 2028	Sunday, August 20, 2028	*Independence Day*, Monday, July 4, 2028* *Intermission*, Monday - Sunday, August 21-27, 2028

* Students in online courses may receive credit for attendance on holidays.

10 WEEK ACADEMIC CALENDAR

This Academic Calendar supports the following programs:

- Associate Degree in Nursing (ADN)
- Bachelor of Science, Nursing (BSN & LVN/LPN-BSN)
- Dental Hygiene (BSDH)
- Master of Science in Clinical Mental Health Counseling (MSCMHC)

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

Nursing Clinicals: Nursing clinical courses follow the Academic Calendar. National holidays may

be observed as long as the required contact hours are met by the end of the term, and are within the agreed upon schedule with Preceptors and Clinical sites.

Term	Class Start Date	Add/Drop Deadline	Withdrawal "W" Deadline	Class End Date	Holidays
Fall I 2024	Monday, August 19, 2024	Tuesday, August 27, 2024	Thursday, September 26, 2024	Sunday, October 27, 2024	*Labor Day*, Monday, September 2, 2024*
Fall II 2024	Monday, October 28, 2024	Tuesday, November 5, 2024	Thursday, December 5, 2024	Sunday, January 19, 2025	*Winter Break*, Monday - Wednesday, December 23, 2024 - January 1, 2025
Spring I 2025	Monday, January 20, 2025	Tuesday, January 28, 2025	Thursday, February 27, 2025	Sunday, March 30, 2025	*Martin Luther King, Jr. Day*, Monday, January 20, 2025**President's Day,* Monday, February 17, 2025
Spring II 2025	Monday, March 31, 2025	Tuesday, April 8, 2025	Thursday, May 8, 2025	Sunday, June 8, 2025	*Memorial Day*, Monday, May 26, 2025*
Summer I 2025	Monday, June 9, 2025	Tuesday, June 17, 2025	Thursday, July 17, 2025	Sunday, August 17, 2025	*Juneteenth Day*, Thursday, June 19, 2025**Independence Day*, Thursday - Friday, July 3-4, 2025
Fall I 2025	Monday, August 18, 2025	Tuesday, August 26, 2025	Thursday, September 25, 2025	Sunday, October 26, 2025	*Labor Day*, Monday, September 1, 2025*
Fall II 2025	Monday, October 27, 2025	Tuesday, November 4, 2025	Thursday, December 4, 2025	Sunday, January 18, 2026	*Thanksgiving Break*, Thursday - Sunday, November 27-30, 2026*
					Winter Break, Monday - Sunday, December 22, 2025 - January 4, 2026
Spring I	Monday,	Tuesday,	Thursday,	Sunday,	*Martin Luther King, Jr. Day*,

2026	January 19, 2026	January 27, 2026	February 26, 2026	March 29, 2026	Monday, January 19, 2026* *President's Day*, Monday, February 16, 2026
Spring II 2026	Monday, March 30, 2026	Tuesday, April 7, 2026	Thursday, May 7, 2026	Sunday, June 7, 2026	*Memorial Day*, Monday, May 25, 2026*
Summer I 2026	Monday, June 8, 2026	Tuesday, June 16, 2026	Thursday, July 16, 2026	Sunday, August 16, 2026	*Juneteenth Day*, Friday, June 19, 2026* *Independence Day*, Thursday - Friday, July 2-3, 2026
Fall I 2026	Monday, August 17, 2026	Tuesday, August 25, 2026	Thursday, September 24, 2026	Sunday, October 25, 2026	*Labor Day*, Monday, September 7, 2026*
Fall II 2026	Monday, October 26, 2026	Tuesday, November 3, 2026	Thursday, December 3, 2026	Sunday, January 17, 2027	*Winter Break*. Monday - Sunday, December 21, 2026 - January 3, 2027
Spring I 2027	Monday, January 18, 2027	Tuesday, 26, 2027	Thursday, February 25, 2027	Sunday, March 28, 2027	*President's Day*, Monday, February 15, 2027
Spring II 2027	Monday, March 29, 2027	Tuesday, April 6, 2027	Thursday, May 6, 2027	Sunday, June 6, 2027	*Memorial Day*, Monday, May 31, 2027*
Summer I 2027	Monday, June 7, 2027	Tuesday, June 15, 2027	Thursday, July 15, 2027	Sunday, August 15, 2027	*Juneteenth Day*, Friday, June 18, 2027* *Independence Day*, Monday, July 5, 2027
Fall I 2027	Monday, August 16, 2027	Tuesday, August 24, 2027	Thursday, September 23, 2027	Sunday, October 24, 2027	*Labor Day*, Monday, September 6, 2027*
Fall II 2027	Monday, October 25, 2027	Tuesday, November 2, 2027	Thursday, December 2, 2027	Sunday, January 16, 2028	*Winter Break*, Monday - Sunday, December 20, 2027 - January 2, 2028

Spring I 2028	Monday, January 17, 2028	Tuesday, January 25, 2028	Thursday, February 24, 2028	Sunday, March 26, 2028	*President's Day*, Monday, February 21, 2028
Spring II 2028	Monday, March 27, 2028	Tuesday, April 4, 2028	Thursday, May 4, 2028	Sunday, June 4, 2028	*Memorial Day*, Monday, May 29, 2028*
Summer I 2028	Monday, June 5, 2028	Tuesday, June 13, 2028	Thursday, July 13, 2028	Sunday, August 13, 2028	*Juneteenth Day*, Monday, June 19, 2028**Independence Day*, Monday, July 4, 2028

* Students in online courses may receive credit for attendance on holidays.

15 Week Academic Calendar

This Academic Calendar supports the following programs:

- Master of Science, Occupational Therapy (MSOT)
- Occupational Therapy Doctorate (OTD)
- Doctor of Physical Therapy (DPT)
- Master of Speech Language Pathology (MSLP)

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
Fall 2024	Monday, September 2, 2024	Tuesday, September 10, 2024	Thursday, October 31, 2024	Sunday, December 15, 2024	*Labor Day,* Monday, September 2, 2024* *Thanksgiving Break*, Thursday - Sunday, November 28 - December 1, 2024 *Intermission*, Monday - Sunday, December 16, 2024 - January 5, 2025
Spring 2025	Monday, January 6, 2025	Tuesday, January 14, 2025	Thursday, March 6, 2025	Sunday, April 20, 2025	*Martin Luther King, Jr. Day*, Monday, January 20, 2025*

					President's Day, Monday, February 17, 2025 *Intermission,* Monday - Sunday, April 21 - May 4, 2025
Summer 2025	Monday, May 5, 2025	Tuesday, May 13, 2025	Thursday, July 3, 2025	Sunday, August 17, 2025	*Memorial Day*, Monday, May 26, 2025** *Juneteenth Day*, Thursday, June 19, 2025 *Independence Day*, Thursday - Friday, July 3-4, 2025 *Intermission*, Monday - Sunday, August 18-31, 2025
Fall 2025	Monday, September 1, 2025	Tuesday, September 9, 2025	Thursday, October 30, 2025	Sunday, December 14, 2025	*Labor Day*, Monday, September 1, 2025* *Thanksgiving Break*, Thursday - Sunday, November 27-30, 2025 *Intermission*, Monday - Sunday, December 15, 2025 - January 4, 2026
Spring 2026	Monday, January 5, 2026	Tuesday, January 13, 2026	Thursday, March 5, 2026	Sunday, April 19, 2026	*Martin Luther King, Jr. Day*, Monday, January 19, 2026* *President's Day*, Monday, February 16, 2026 *Intermission*, Monday - Sunday, April 20 - May 3,

					2026
Summer 2026	Monday, May 4, 2026	Tuesday, May 12, 2026	Thursday, July 3, 2026	Sunday, August 16, 2026	*Memorial Day*, Monday, May 25, 2026*[*]* *Juneteenth Day*, Friday, June 19, 2026 *Independence Day*, Thursday - Friday, July 2-3, 2026 *Intermission*, Monday - Sunday, August 17-30, 2026
Fall 2026	Monday, August 31, 2026	Tuesday, September 8, 2026	Thursday, October 29, 2026	Sunday, December 13, 2026	*Labor Day*, Monday, September 7, 2026*[*]* *Thanksgiving Break*, Thursday - Sunday, November 26-29, 2026 *Intermission*, Monday - Sunday, December 14, 2026 - January 11, 2027
Spring 2027	Monday, January 11, 2027	Tuesday, January 19, 2027	Thursday, March 11, 2027	Sunday, April 25, 2027	*Martin Luther King Jr. Day*, Monday, January 18, 2027*[*]* *President's Day*, Monday, February 15, 2027 *Intermission*, Monday - Sunday, April 26 - May 9, 2027
Summer 2027	Monday, May 10, 2027	Tuesday, May 18, 2027	Thursday, July 8, 2028	Sunday, August 22, 2027	*Memorial Day*, Monday, May 31, 2027*[*]* *Juneteenth Day*, Friday, June 18, 2027

					Independence Day, Monday, July 5, 2027 *Intermission*, Monday - Sunday, August 23 - September 5, 2027
Fall 2027	Monday, September 6, 2027	Tuesday, September 14, 2027	Thursday, November 4, 2027	Sunday, December 19, 2027	*Labor Day*, Monday, September 6, 2027* *Thanksgiving Break*, Thursday - Sunday, November 25 -28, 2027 *Intermission*, Monday - Sunday, December 20, 2027 - January 9, 2028
Spring 2028	Monday, January 10, 2028	Tuesday, January 17, 2028	Thursday, March 9, 2028	Sunday, April 23, 2028	*Martin Luther King Jr. Day*, Monday, January 17, 2028* *President's Day*, Monday, February 21, 2028 *Intermission*, Monday - Sunday, April 24 - May 7, 2028
Summer 2028	Monday, May 8, 2028	Tuesday, May 16, 2028	Thursday, July 6, 2028	Sunday, August 20, 2028	*Memorial Day*, Monday, May 29, 2028**Juneteenth Day*, Monday, June 19, 2028 *Independence Day*, Monday, July 5, 2028 *Intermission*, Monday - Sunday, August 23 - September 5, 2028

* Students in online courses may receive credit for attendance on holidays.

16 WEEK ACADEMIC CALENDAR

This Academic Calendar supports the following programs:

- Doctor of Pharmacy (PharmD)
- Master of Physician Assistant (MPA) (CA*)
- Master of Physician Assistant (MPA) (TX)*

* *Physician Assistant Clinical Year: The clinical year schedule is highly variable. Changes may be made to scheduled clinical dates to accommodate preceptor and clinical site availability and the schedule may differ from the academic calendar.*

	Start Date	**Add/Drop Deadline**	**Withdrawal Date**	**End Date**	**Holidays**
Fall Trimester2024	Monday, August 19, 2024	Tuesday, August 27, 2024	Thursday, October 17, 2024	Sunday, December 22, 2024	*Labor Day,*Monday, September 2, 2024* *Thanksgiving Break,*Thursday - Sunday, November 28 - December 1, 2024 *Intermission,*Monday - Sunday, December 23, 2024 - January 5, 2025
Spring Trimester2025	Monday, January 6, 2025	Tuesday, January 14, 2025	Thursday, March 6, 2025	Sunday, April 27, 2025	*Martin Luther Jr. King Day*, Monday, January 20, 2025* *President's Day*, Monday, February 17, 2025 *Spring Break*, Friday - Monday, March 21-24, 2025
Summer Trimester 2025	Monday, April 28,	Tuesday, May 6,	Thursday, June 26,	Sunday, August 17,	*Memorial Day*, Monday, May 26, 2025**Juneteenth*

	2025	2025	2025	2025	*Day*, Thursday, June 19, 2025 *Independence Day*, Friday, July 4, 2025
Fall Trimester2025	Monday, August 18, 2025	Tuesday, August 26, 2025	Thursday, October 16, 2025	Sunday, December 21, 2025	*Labor Day*, Monday, September 1, 2025* *Thanksgiving Break*, Thursday - Sunday, November 27-30, 2025 *Intermission*, Monday - Sunday, December 22, 2025 - January 4, 2026
Spring Trimester 2026	Monday, January 5, 2026	Tuesday, January 13, 2026	Thursday, March 5, 2026	Sunday, April 26, 2026	*Martin Luther King Jr. Day*, Monday, January 19, 2026* *President's Day*, Monday, February 16, 2026 *Spring Break*, Friday - Monday, March 20-23, 2026
Summer Trimester 2026	Monday, April 27, 2026	Tuesday, May 5, 2026	Thursday, June 25, 2026	Sunday, August 16, 2026	*Memorial Day*, Monday, May 25, 2026**Juneteenth Day*, Friday, June 19, 2026 *Independence Day*, Friday, July 3, 2026
Fall Trimester 2026	Monday, August	Tuesday, August 25,	Thursday, October 15,	Sunday, December	*Labor Day*, Monday, September 7, 2026*

	17, 2026	2026	2026	20, 2026	*Thanksgiving Break*, Thursday - Sunday, November 26-29, 2026 *Intermission*, Monday - Sunday, December 21, 2026 - January 3, 2027
Spring Trimester 2027	Monday, January 4, 2027	Tuesday, January 12, 2027	Thursday, March 4, 2027	Sunday, April 25, 2027	*Martin Luther King Jr. Day*, Monday, January 18, 2027* *President's Day*, Monday, February 15, 2027 *Spring Break*, Friday - Monday, March 26-29, 2027
Summer Trimester 2027	Monday, April 26, 2027	Tuesday, May 4, 2027	Thursday, June 24, 2027	Sunday, August 15, 2027	*Memorial Day*, Monday, May 31, 2027**Juneteenth Day*, Friday, June 18, 2027 *Independence Day*, Monday, July 5, 2027

* Students in online courses may receive credit for attendance on holidays.

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

1. Students who are not actively enrolled into an APPE block and will not be academically engaged for ore than 45 calendar days will be withdrawn unless they apply for an Administrative Leave of Absence. All applicable Leave of Absence policies will apply. Students should review the Leave of Absence section of the University catalog for more details.
2. Students who will not be actively enrolled into an APPE block and will not be academically engaged for up to 45 days will be withdrawn unless they resubmit a Letter of Intent to Return form to the campus financial aid department. The Letter of Intent to Return form must be received prior to the last date of attendance in the immediately preceding term.

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

CLASS SCHEDULE INFORMATION

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

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

Class Times

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
	Classes scheduled between	Classes scheduled between	Classes scheduled between	Classes scheduled between	Classes scheduled between	Classes scheduled between
	7:00am-11:00pm	**7:00am-11:00pm**	**7:00am-11:00pm**	**7:00am-11:00pm**	**7:00am-11:00pm**	**7:00am-6:00pm**

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

UNIVERSITY HOURS OF OPERATION

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

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

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

Holidays Observed

Martin Luther King Jr. Day	Monday- January 20, 2025
President's Day	Monday - February 17, 2025
Memorial Day	Monday - May 26, 2025

Juneteenth Day	Thursday - June 19, 2025
Independence Day	Thursday - Friday - July 3-4, 2025
Labor Day	Monday - September 1, 2025
Thanksgiving Break	Thursday - Sunday, November 27 - November 30, 2025
Winter Break	Monday, December 22, 2025 - Sunday, January 4, 2026

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

Religious Observance Policy

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

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

RESCHEDULING OF CLASS TIME

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

ABOUT WEST COAST UNIVERSITY

UNIVERSITY MISSION

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

UNIVERSITY VALUES

Student Centricity

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

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

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

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

OBJECTIVES

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

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

INSTITUTIONAL LEARNING OUTCOMES

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

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

1. **Critical Thinking:** Implement intellectual and practical problem-solving strategies through assessment and critical thinking.
2. **Quantitative Reasoning:** Apply appropriate mathematical and analytical methods to guide informed decision-making.
3. **Communication:** Effectively communicate in all mediums (such as oral, written, and nonverbal) to disseminate information and ideas.
4. **Digital and Information Literacy:** Utilize technology to identify and evaluate information.
5. **Diversity, Equity and Inclusion:** Demonstrate knowledge and awareness of individuals' perspectives and identity while promoting a sense of belonging.
6. **Ethics:** Apply and promote ethical reasoning in local, national, and/or global communities.
7. **Collaboration and Teamwork:** Engage proactively and cooperatively in a variety of settings while exhibiting mindful and professional awareness of team dynamics.

UNIVERSITY HISTORY

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

- 2006 -- Opening of the Los Angeles campus
- 2007 -- (September) Opening of branch campus in Orange County
- 2007 -- (September) The University launches online courses
- 2008 -- (November) Opening of branch campus in Ontario, California
- 2009 -- Dental Hygiene program (Orange County campus) attained professional accreditation through the Commission on Dental Accreditation (CODA)
- 2009 -- Bachelor of Science, Nursing program receives initial professional accreditation by the Commission on Collegiate Nursing Education (CCNE)
- 2010 -- (June) WCU approved to offer master's degree programs in Nursing and Health Care Management
- 2011 - Master of Science, Nursing program receives initial professional accreditation by the Commission on Collegiate Nursing Education (CCNE)
- 2012 -- (February) Opening of branch campus in Dallas, Texas
- 2013 -- (August) Opening of Center for Graduate Studies in Los Angeles, and matriculation of first cohort of students in the Masters of Occupational Therapy program

- 2014 -- Doctor of Physical Therapy program achieves candidacy status through Commission on Accreditation in Physical Therapy Education (CAPTE)
- 2014 - Post-Graduate APRN Certificate receives accreditation by CCNE
- 2014 -- (April) Opening of branch campus in Miami, Florida
- 2015 -- (June) Doctor of Pharmacy program achieves candidacy status through Accreditation Council for Pharmacy Education (ACPE)
- 2016 – (December) Doctor of Occupational Therapy program is granted candidacy status by the Accreditation Council for Occupational Therapy Education
- 2017 -- (January) Master of Public Health program starts offering courses.
- 2017 – (February) The University is granted reaffirmation of accreditation for eight years by the WASC Senior College and University Commission (WSCUC)
- 2017 -- Doctor of Physical Therapy granted full accreditation by CAPTE
- 2017 -- Occupational Therapy Doctorate awarded candidacy status by ACOTE
- 2018 -- Doctor of Pharmacy awarded full accreditation by ACPE
- 2020 -- Doctor of Nursing Practice granted Accreditation by CCNE
- 2021 -- Master of Physician Assistant granted Accreditation-Provisional status by ARC-PA

UNIVERSITY DIVERSITY STATEMENT

To ensure equality of opportunity for all members of our community, West Coast University is committed to establishing an environment that is intellectually and physically safe. The University demonstrates its dedication to diversity, equity, and inclusion by promoting academic inquiry, mutually respectful interactions, and diversity of thought, through a dynamic community dedicated to social justice issues celebrating our shared humanity. The University strives to reflect this commitment by ensuring equal access and promoting opportunities for ALL individuals regardless of race, color, religion, national or ethnic origin, sex, sexual orientation, gender identity or status, marital, parental, familial, veteran, or military service status, political affiliation, age, or differing mental or physical ability.

TITLE IX NONDISCRIMINATION POLICY AND NOTICE OF NONDISCRIMINATION

West Coast University (WCU) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

WCU's Title IX nondiscrimination statement is provided: on the website under https://westcoastuniversity.edu/legal/title-ix; in the catalog, in the student handbook, and in the employee handbook. The Title IX policy and grievance procedures are provided on the website under: https://westcoastuniversity.edu/legal/title-ix.

Inquiries about Title IX may be referred to the WCU Title IX Coordinator or Deputy Coordinators, the U.S. Department of Education's Office for Civil Rights, or both. Contact information for OCR is available here: https://ocrcas.ed.gov/contact-ocr.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Title IX Coordinator or the Deputy Coordinators.

The Title IX Coordinator is:

Audrey Kaplan, Vice President Compliance and Risk Management
151 Innovation Dr. Irvine, CA 92617
akaplan@westcoastuniversity.edu / Tel: 949-743-5765

The Deputy Title IX Coordinators are:

Mandy DeJong, Senior Compliance Liaison
151 Innovation Dr. Irvine, CA 92617
mdejong@westcoastuniversity.edu / Tel: 949-783-4952

This Deputy Coordinator has responsibility for providing modifications/supports for pregnancy or related conditions for students.

Nina Khiev, Regulatory Compliance Associate
151 Innovation Dr. Irvine, CA 92617
nkhiev@westcoastuniversity.edu / Tel: 949-783-4826

This Deputy Coordinator has responsibility for providing guidance to students who have questions about Title IX regarding the actions of other students.

Leslie Zarrelli, Executive Director, HR Business Partner
151 Innovation Dr. Irvine, CA 92617
lzarrelli@westcoastuniversity.edu / Tel: 202-794-7768

This Deputy Coordinator has responsibility for providing modifications/supports for pregnancy or related conditions for employees/faculty and for any Title IX complaints that include an employee as a party, but no student as a party.

Rehabilitation Act and Americans with Disabilities Act (ADA)

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

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

Notice to Applicants and Students with Misdemeanor and Felony Convictions

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

employers each maintain their own policies regarding individuals with any sort of criminal background.

BACKGROUND CHECK POLICIES

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

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

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

PROGRAMS PREPARING GRADUATES FOR A FIELD REQUIRING LICENSURE

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

STATE AND NATIONAL BOARD EXAMINATIONS/LICENSURE REQUIREMENTS

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

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

ENGLISH LANGUAGE LEARNERS (ELL) INSTRUCTION

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

considered to be evidence that an applicant is able to read, write, speak, understand and communicate effectively in English.

UNDERGRADUATE RESIDENCY REQUIREMENT

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

TEACH OUT POLICY

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

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

1. The University will assist students enrolled in the program who would like to transfer to another program to complete their degree. Students who transfer will be due no benefit as described in this teach out policy once they have been accepted for transfer.
2. Students who fall out of sequence in their program as a result of course failure may retake the failed course only if it continues to be offered at the University and the student can still complete the retaken course prior to the teach-out end date. If the course is no longer offered, the student may upon the approval of the Campus Dean/Director complete the course or an equivalent course at either West Coast University or another institution, either face to face or online in order to complete the program.
3. Students who fail to make satisfactory academic progress and are dismissed from the program following an appeal, or failure to make an appeal will lose their right to benefit under the teach out policy.
4. Students who are dismissed, take a leave of absence after the announcement of the teach out, or withdraw from the program will be allowed to return only if the program is still offered and the courses required by the student for completion of the program are still offered and the returning student will be able to complete those courses prior to the teach-out end date. The student must file an appeal in order to re-enter the program.
5. The University commits to providing a schedule to offer all courses needed by students to complete the program in a sequence and on a schedule that will enable them to complete their programs. Students will be expected to take the courses required to complete their programs

when offered. Failure of students to take required courses when offered will not obligate the institution to offer the courses again.

6. Should the University decide to terminate the teach out, all credits earned by students will remain on their transcripts.
7. All teach out plans must be approved by the Office of the Co-Presidents.

FACILITIES DESCRIPTION

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

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

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

Orange County Manchester Building (Branch Campus) 1477 South Manchester	The Manchester Building is located off Interstate 5 (*Santa Ana Freeway*) in Anaheim near Harbor Blvd and Katella.	The Manchester Building includes a Dental Hygiene simulation laboratory and a Dental Hygiene Patient Clinic. This facility has a total of **37,912** sq. ft. that consists of **6** Classrooms, **2** Lab Rooms, **1** Dental Hygiene Simulation Lab, **2**

Avenue Anaheim, CA 92802		Dental Hygiene Clinics, **2** Study Rooms with **10** computer stations, a Student Lounge, and a library with **10** computer stations. In the Computer Labs, there are a total of **85** computers and throughout the campus an additional **6** stations can be found.
Orange County Learning Site 2411 West La Palma Avenue Anaheim, CA 92801	Learning Site is located off Interstate 5 (*Santa Ana Freeway*) at the Brookhurst/La Palma exit. It is less than 5 miles from the Orange County Manchester building.	This site includes Nursing simulation laboratories and offices for the Nursing faculty and Administration. This facility has a total of **38,496** sq. ft. that consists of **9** Classrooms, **2** Lab Rooms, **4** Nursing Simulation Labs, **5** Study Rooms and **5** Student Lounges. In the Computer Labs, there are a total of **90** computers and throughout the campus an additional **22** stations can be found.
Ontario Campus (Branch Campus) 2855 East Guasti Road Ontario, CA 91761	The campus is located off Interstate 10 (*San Bernardino Freeway*) at the Archibald Avenue exit next to the Ontario International Airport.	The campus has a total of **62,596** sq. ft. that consists of **14** Classrooms, **4** Lab Rooms, **7** High-fidelity Simulation Labs, **4** Study Rooms and **3** Student Lounges. In the Computer Labs, there are a total of **247** computers and throughout the campus an additional **27** station can be found.
Texas Campus (Main Campus)2323 North Central Expressway Richardson, TX 75080	The campus is located just off the US 75 North and Galatyn Parkway in the City of Richardson	The campus has a total of **100,216** sq. ft. that includes **8** classrooms, **3** Skills Labs, **2** Science Labs, **7** Simulation Pods, **6** Student Study Open Areas, **10** Student Huddle Rooms, and a library with **14** student stations.
Miami Campus (Branch Campus)		The campus is located in a 5-story glass building that features a unique, three-pod

9250 NW 36th
Street
Doral, FL 33178

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

Student Housing

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

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

UNIVERSITY ADMISSIONS REQUIREMENTS

TEMPORARY POLICIES

During a national, regional, or local emergency, programs may change the modality of their courses in alignment with external approvals to continue educating students, as permitted or required by local, state, or federal rules, orders, or regulations. Course modalities may return to their original mode as circumstances vary depending on the situation or as required by local, state, or federal rules, orders, or regulations.

ENGLISH LANGUAGE VERIFICATION

Instruction at the University is delivered in English. Students must be able to read, write, speak, understand, and communicate in English. The University does not offer English as a Second Language (ESL) instruction. Applicants must possess proficiency in English at a level enabling them to succeed in their prospective program of study.

Applicants for whom English is not their primary language must submit documentation for verification. A passing score on the admissions test is evidence that an applicant meets effective English language requirements at West Coast University.

West Coast University readily accepts test scores from the English Language assessment exams listed:

- **Test of English as a Foreign Language (TOEFL)** - minimum composite score of 90 with sub-scores of 21 or higher. For MPA applicants, a minimum composite score of 100 with sub-scores of 25 or higher is required.
- **International English Language Testing System (IELTS)** - minimum overall band score of 6.5, with no less than 6.5 on each band score.
- **Duolingo English Test (DET)** - minimum score of 125.

Test scores are valid for two years from the exam date. Test score results must be sent directly from TOEFL, IELTS, or DET to the West Coast University admissions department. Unofficial copies are not acceptable. Additional exams or alternative measures of English proficiency may be considered for admission at the discretion of Academic Leadership.

UNDERGRADUATE AND GRADUATE UNIVERSITY ADMISSIONS REQUIREMENTS

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

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

Please Note:

- All foreign high school diplomas and post-secondary degrees must be submitted for an official United States equivalency evaluation. This assessment must be completed by a NACES, AACRAO, or AICE-approved organization.

- Instruction at the University is delivered in English. Students must be able to read, write, speak, understand, and communicate in English. The University does not offer English as a Second Language (ESL) instruction.
- Programs which are primarily online are not open to enrollment by foreign applicants under a student visa.
- All post-licensure students must complete their clinical hours in the state where they resided when signing the enrollment agreement or as approved by WCU. If a student moves out of the approved state, they may no longer be eligible to complete hours and may not be able to graduate from their program of study.
- Students who are graduating from West Coast University programs and are undergoing the graduation audit and degree conferral process will be allowed to enroll in another program in probationary status while they wait for final confirmation of their degree conferral. Students will be converted to a full admit status once they provide proof of degree conferral and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their new program. Students who fail to provide a copy of their official transcript to show degree conferral by the Add Drop period will be canceled from their probationary status and rescheduled into their final course(s) from the previous program. Final determination of admittance and completion of prior degree requirements should take place before the add-drop period in the new program. Note, students will not have any financial aid disbursed on their account until their prior degree is confirmed.

Admission to Programs with Prerequisite Requirements

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

Official Transcripts Policy

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

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

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

International Admissions - Undergraduate

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

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

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

Prior to admission an international prospective student must:

1. Be officially enrolled or accepted by the University.

2. Provide evidence of financial support.

3. Provide proof of English proficiency.

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

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

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

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

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

STUDENTS IN DEFAULT

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

NON-DEGREE ADMISSIONS

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

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

1. Complete and submit the "non-degree student" application and sign enrollment documents.
2. Submit proof of a high school diploma or a GED.
3. Meet the pre-requisite and/or program requirements to register for the course. Students may only register in core courses with written permission from the program's Dean/Chair. Continuous enrollment in this status is contingent on meeting the following conditions:

1. Maintain a minimum of a 2.0 GPA in undergraduate courses and/or 3.0 GPA in graduate courses.
2. No more than 20 credits earned in this status.
3. Abide by all institutional policies as outlined in the catalog or student handbook. In addition, applicants who have been dismissed or previously withdrawn from the university must obtain approval from the campus Academic Dean in order to apply for this status.

ADMISSION TO PROGRAMS WITH PREREQUISITE REQUIREMENTS

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

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

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

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

A student who does not meet a program's published admission criteria, but possesses a high school diploma or equivalent, may be eligible to be admitted under the probationary admissions pathway. Please see the Program Dean for details.

ACADEMIC POLICIES AND PROCEDURES

TEMPORARY POLICIES

During a national, regional, or local emergency, programs may change the modality of their courses in alignment with external approvals to continue educating students, as permitted or required by local, state, or federal rules, orders, or regulations. Course modalities may return to their original mode as circumstances vary depending on the situation or as required by local, state, or federal rules, orders, or regulations.

ACADEMIC PROGRAM MEASUREMENT

Credit Hours

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

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

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

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

a. For lecture classes, one semester credit is equal to a minimum of 15 and a maximum of 20 clock hours of instruction.

b. For laboratory classes, one semester credit is equal to a minimum of 30 and a maximum of 40 clock hours of instruction.

c. For supervised Clinical/practicum classes, one semester credit is equal to a minimum of 45 and a maximum of 60 clock hours.

d. For externships/internships, one semester credit is equal to a minimum of 65 and a maximum of 85 clock hours.

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

Definition of a Credit Hour in an Online Class

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

1. The time spent in live instruction. Live instruction may be

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

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

Periodic Review of Course Credit

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

1. Adherence to the institutional credit hour policy is evaluated regularly as part of the Program Review process.
2. Assignment of credit hours for a particular course are reviewed and evaluated using the Course Approval Form, required when new courses are developed or when existing courses are modified.

Program Deans, Chairs, and faculty are charged with the responsibility to demonstrate and document the accurate application of the WCU credit hour definition for instruction and out-of-class student work. Course syllabi reflect course credit hours and the amount of student work required to earn the credits. The credit hour definition is applied to all courses regardless of the number of academic weeks required for instruction. Courses with same course title have a consistent purpose, scope, quality, assessment, as well as expected learning outcomes regardless of delivery method.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED

The transferability of credits earned at West Coast University is at the complete discretion of the institution to which a student may seek to transfer. Acceptance of the degree or certificate earned is also at the complete discretion of the institution to which the student may seek to transfer. If the credits or degree that is earned at West Coast University are not accepted at the institution to which transfer is sought, the student may be required to repeat some or all coursework at that institution.

For this reason, students should make certain that attendance at West Coast University will meet their educational goals. This may include contacting an institution to which the student seeks to transfer after attending West Coast University to determine whether credits or the degree/certificate earned at WCU will transfer.

PERSONAL ELECTRONIC DEVICES

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

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

TRANSFER CREDIT

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

Transfer Credit for Previous Education

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

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

1. The course was taken from an institution accredited by agencies recognized by the U.S. Department of Education and/or the American Council on Education (ACE). Exception: NURS 225 and NURS 180 taken at institutions accredited by agencies recognized by the American Council on Education (ACE) will not be accepted for transfer credit in the Associate Degree in Nursing or the on-ground Bachelor of Science in Nursing Programs.
2. A grade of C- (70%) or better was achieved for an undergraduate course and a grade of B- (80%) or better was achieved for a graduate course as documented on official transcripts. However, as each program maintains its own transfer credit requirements, please refer to the specific academic program section for which you are applying.
    a. Undergraduate pre-licensure programs require a grade of "C" (2.0) or better.
    b. Undergraduate post/non-licensure programs require a grade of "C-" (1.7) or better.
    c. Graduate post/non-licensure programs require a grade of "B" (3.0) or better.
    d. For pre-licensure graduate transfer credit requirements, please see the academic programmatic section of the catalog.
3. The course recency requirements are met (see requirements below).
4. Courses with less than the required semester credits may be combined with other courses to meet the required credit requirements.

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

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

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

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

Decisions regarding transfer credit are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review transcripts from previous institutions to determine what credit, if any, will be granted. If official transcripts are received later than the University or programmatic deadline, an extension to consider credit may be awarded at the program Dean's/Director's discretion.

* Students transferring approved credits into graduate nursing programs for "the 3Ps" (Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology) will satisfy the WCU credit requirements for the 3P classes. Any specialty-focused or undergraduate 3Ps courses (e.g., Advanced Pathophysiology in Neonates) are not transferable. Students who are practicing nurse practitioners can potentially transfer one additional non-clinical course of up to 3 credits.

Credit for Previous Education or Training for Veterans

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

International Transfer Credit

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

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

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

Approved Transfer Credits

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

Transfer Credit for Previous Education

Second Bachelor's Degree Requirement

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

Non-Traditional Transfer Credit

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

Non-military (max 60 credits)

1. National and WCU Exams (CLEP, AP, IB, AICE, DANTES, WCU Challenge)
2. National Credit Recommendations (ACE) Exception: NURS 225 and NURS 180 taken at institutions accredited by agencies recognized by the American Council on Education (ACE) will not be accepted for transfer credit in the Associate Degree in Nursing or the on-ground Bachelor of Science in Nursing Programs.
3. Prior Learning Assessment (PLA)
    a. Professional Certificates, Licenses, and Trainings
    b. Experiential Credits (EC)

Military (max 30 credits)

1. Military Training or Experience

National and WCU Exams

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

CLEP, AP, IB, AICE, and DANTES Exams

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

1. Students seeking credit through completion of a CLEP exam must receive a minimum score of at least 50 as documented on an official CLEP transcript.
2. Students seeking credit through completion of an AP exam must receive a minimum score of 3 on any subject area exam as documented on an official AP transcript.
3. Students seeking credit through completion of an IB exam must receive a minimum score of 5 on any subject area HL or SL exam as documented on an official IB transcript.
4. Students seeking credit through completion of an AICE exam must receive a minimum score of C or better on any subject area AS or A level exam as documented on an official AICE transcript.

5. Students seeking credit through completion of a DANTES exam must receive a minimum score of 400 or better on any subject area exam as documented on an official DANTES transcript.
6. A student cannot receive credit by CLEP, AP, IB, AICE, and/or DANTES exam for a WCU course that the student earned a failing or non-passing grade.
7. Students may only take CLEP, AP, IB, AICE, and/or DANTES exams once.Exam transcripts showing an exam retake shall not be considered for evaluation.
8. CLEP, AP, IB, AICE, and/or DANTES credit shall be applied only to fulfill General Education or elective credit requirements. Courses in the major academic core are not eligible for credit by CLEP, AP, IB, IAICE, and/or DANTES exams.
9. The University shall not provide credit for CLEP general examinations. Only CLEP subject examinations will be evaluated for credit.
10. The CLEP, AP, IB, AICE, and/or DANTES exams must meet the requirements of the specific academic program for which it is being considered. Each program maintains its own transfer credit requirements.

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

Decisions regarding exam credit are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review exam transcripts to determine what credit, if any, will be granted. In addition to the university exam requirements, official transcripts must be received by the deadlines indicated by the individual program to which the student is applying. If exam transcripts are received later than the University or programmatic deadline, an extension to consider credit may be awarded at the program Dean's/Chair's discretion.

Challenge Exams

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

1. Students will only be allowed to take a WCU Challenge Exam if they meet the general and program-specific criteria. If the request to challenge a course is approved, and the student passes the appropriate examination, credits earned for classes challenged will be valid for 12 months from the time the exam is taken. Once a student matriculates, the course requirement is satisfied and posted to the transcript, becoming a permanent part of the student's academic record. If the WCU Challenge Exam is not successfully passed, the course requirement will remain in the student's program of study.
2. The student must declare which course(s) they would like to challenge and must gain approval from the program's academic administration. Each program has its own unique requirements and deadlines for submitting the WCU Challenge Examination Application.
3. Students may not apply for a WCU Challenge Exam for courses in which they are currently enrolled or have previously taken at WCU. A course may be challenged only one time. Each program has established its own passing grade requirements for WCU Challenge exams, and no more than twelve (12) semester credits may be earned through WCU Challenge exams.
4. Credits earned through WCU Challenge exams do not count towards the in-residence requirements or towards a student's cumulative grade point average (CGPA). In addition, a student's financial aid may be affected if challenge credit is received; therefore, students

considering challenging a course should consult with their campus Financial Aid Officer on the impact of doing so.

5. A non-refundable fee of $100 will be charged per exam. All nursing clinical course challenge exams require a non-refundable fee of $500 per exam. The fee must be paid prior to the exam and is not included as part of the student's financial aid package.
6. The University's decision on a student's eligibility to take a specific WCU Challenge Exam is final and may not be appealed. If a student achieves credit by successfully challenging a course and passing the challenge exam, no guarantee is made that the student will advance his or her degree completion date. Degree acceleration will be based on space availability.

Military Training or Experience

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

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

Decisions regarding military training or experience credit are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review Joint Services transcripts to determine what credit, if any, will be granted. In addition to the university military training or experience requirements, official Joint Services transcripts must be received by the deadlines indicated by the individual program to which the student is applying. If Joint Services transcripts are received later than the University or programmatic deadline, an extension to consider credit may be awarded at the program Dean's/Chair's discretion.

National Credit Recommendations

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

*Exception: NURS 225 and NURS 180 taken at institutions accredited by agencies recognized by the American Council on Education (ACE) will not be accepted for transfer credit in the Associate Degree in Nursing or the on-ground Bachelor of Science in Nursing Programs.

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

Decisions regarding ACE credit are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review documentation to determine what credit, if any, will be granted. In addition to the university requirements, documentation must be received by the deadlines indicated by the individual program to which the student is applying. If documentation is received later than the University or programmatic deadline, an extension to consider credit may be awarded at the program Dean's/Chair's discretion.

CAMPUS TRANSFER

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

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

Eligibility to transfer to another campus may not be approved by the Academic or Program Dean if the student has previously failed or been reinstated after academic dismissal. Students should contact their Dean regarding eligibility under this policy. Approval from the appropriate Dean and Executive Directors at both campuses must be received prior to approval.
If the student is requesting a transfer after starting core courses, the individual must meet all core entry requirements, including but not limited to prerequisites coursework and clinical/fieldwork requirements.

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

Please Note: The Dental Hygiene program is approved by the Commission on Dental Accreditation to be offered at the Orange County campus only, so all courses in the Dental Hygiene Program, including general education, must be taken at the Orange County campus.

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

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

TRANSFERS TO A NEW PROGRAM

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

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

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

Students should contact Student Affairs regarding eligibility under this policy.

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

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

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

CHALLENGE CREDIT

WCU GE Challenge Exam Policy for On-ground Campuses:

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

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

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

CLEP Minimum Scores and General Education Equivalencies:

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

AP Minimum Scores and General Education Equivalencies:

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

Military and Training Credit:

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

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

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

Nursing Challenge Exam Additional Requirements

Additional Nursing program-specific requirements include:

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

7. Additional information may be required prior to scheduling a challenge examination for clinical courses, such as immunization status, health records, background check, drug screening, fire and BLS cards (i.e.-clinical packet information).

GOOD STANDING POLICY

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

- Meets all Satisfactory Academic Progress requirements and must not have been academically dismissed
- Is not on Financial Aid Warning, Academic Warning, or Probation.
- Must be free and clear of violations of academic and/or student conduct policies. Students with pending disciplinary action before the Campus Appeals Committee are not considered to be in good standing.
- Has no active academic, financial, or library holds.
- Undergraduate students must have completed the term with a term and cumulative grade point average of 2.0 or higher.
- Graduate students must have both a term/semester/trimester *and* cumulative grade point average of 3.0 or higher.

ATTENDANCE POLICY

Class attendance, preparation, and participation are integral to a student's academic success. Active attendance is determined by a student's continued participation and attendance in registered courses. As a result, the following attendance related policies apply to all students attending West Coast University.

University Attendance:

The university deems any student that has not attended for more than 14 calendar days, including holidays, breaks, and weekends, to have withdrawn from the institution. This determination will be made no later than 14 days after the student's last date of attendance as determined by attendance records in the student information system. Students that are withdrawn for non-attendance will receive a WF (Withdrawal-Fail) or WNP (Withdrawal No-Pass) grade for all in progress courses at the time of the withdrawal.

Intent to Continue:

Eligible students who stop attending class may provide written confirmation of their attendance in a future module within the same payment period rather than being withdrawn from the University so long as their official Intent to Continue form is received before they have missed 14 consecutive calendar days, including holidays and weekends.

To qualify for a W Withdrawal grade:

- The approved Intent to Continue is received by the Office of the Registrar on or before the published Withdrawal Date outlined on the Academic Calendar.

To qualify for a WP, WF, or WNP withdrawal grade:

- The approved Intent to Continue is received by the Office of the Registrar after the published Withdrawal date found on the Academic Calendar.

Students who fail to return by the add/drop period of the next term will be withdrawn from the University with a date of determination of no more than 14 days from their scheduled return date. Should a student require an extension to their Intent to Continue due to an extenuating circumstance, the student must provide a written request prior to the return date of their original Intent to Continue request.

The Intent to Continue policy does not supersede the add/drop policy, please refer to that section of the catalog to ensure understanding regarding requirements to continue attendance specific to new terms based on the add/drop policy.

The Intent to Continue policy also does not supersede the Refund for Dropped Courses policy. Students that attend after the add drop period and subsequently stop attending are responsible for tuition charges for all courses attended beyond add drop, even if they exercise the intent to continue. Please refer to the Withdrawal and Refund Policies section of the catalog.

While attending the APPE portion of their program, students attending the Doctor of Pharmacy program will be withdrawn if they fail to provide an intent to return within 14 days of their last date of attendance or if they fail to return on the date specified in their intent to return. Note, students that submit an intent to return will be considered actively engaged for up to forty-five (45) days from the last date of attendance. The date of determination for students attending the Doctor of Pharmacy program will remain 14 calendar days after the last date of attendance regardless of whether an intent to return was provided or not. To ensure students understand the attendance requirements, West Coast University will make every attempt to collect the intent to return on or before the last day attendance.

Course Attendance:

The university also maintains standards regarding attendance for all courses attended. Students will be withdrawn from scheduled course(s) if the standards below are not met:

1. Students must have recorded attendance in scheduled courses by the end of the add/drop period or they will be unregistered from the course(s).
2. Students must not exceed fourteen (14) consecutive calendar days of non-attendance in online asynchronous course(s), including holidays, or they will be withdrawn from the course with a failing grade of WF (Withdrawal-Fail) and/or WNP (Withdrawal No-Pass) in their course(s).
3. Students must not exceed the percentage threshold outlined below or they will be withdrawn from the course with a failing grade of WF (Withdrawal-Fail) and/or WNP (Withdrawal No-Pass) in their course(s).

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

Physician Assistant - Texas	Didactic/Lab 20%Clinical Experience 0%*
Speech-Language Pathology	Didactic/Lab 10%
	Clinical Experience 0%*

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

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

Attendance Policy Details by Delivery Modality

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

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

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

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

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

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

- Making associations between coursework readings and the interactive discussion.
- Apply lessons from your work, clinical rotations, and/or life to the interactive discussion.
- Ask additional questions of your classmates.
- Explain why you agree or disagree, offering specific examples to support your beliefs.
- Craft comprehensive academic thoughts on the academic topic that are at least 25 words.

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

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

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

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

After the add/drop period, students' participation and substantive interaction for academic attendance will be tracked using the tools within the learning management system (LMS). Throughout the term, students must participate in such a way as to ensure successful completion of the course by the end of the term (i.e., regularly submitting assignments and continuing to substantively interact with other students and the instructor). Students are expected to abide by the institution's Attendance Policy and Online Student Attendance Requirements. Students who do not engage in an ARA for a 14 consecutive calendar day period (including holidays and scheduled breaks) will be administratively withdrawn for lack of participation/substantive interaction, resulting in a grade of "WF (Withdrawal-Fail)" or "WNP (Withdrawal-No Pass)" recorded on the student's academic transcript.

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

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

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

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

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

Additional Attendance Policy Details

Determining Last Date of Attendance: A student's last day of attendance will be the last recorded day the student attended an on-ground class or online synchronous class or for those students taking an online asynchronous class, the last day the student participated in an academically related activity, as defined under the Online Course, Asynchronous Learning section.

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

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

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

Clinical Attendance Policy - Nursing

Students are expected to be present and prepared to begin all clinical (includes skills lab, simulation center, and clinical experiences) shifts at the scheduled start time. Students are not to contact the clinical site directly for a make-up experience as this will be assigned by the campus. There are no unexcused clinical absences and all absences must be approved and must be due to extenuating circumstances.

- If a student submits a documented extenuating circumstance and it is approved, and the duration of the circumstance is limited to missing only one clinical shift, the student will be required to make up the absence by attending/completing a one-time only campus specific activity. The approved extenuating circumstance covers one missed clinical experience only and will not be approvable if the timeframe enters a second missed clinical activity. Any time missed beyond one approved extenuating circumstance will result in a withdrawal/NP* for the course.
- Certain absences (e.g. – positive COVID-19 diagnosis) may warrant more than one absence in other clinical activities such as simulation and skills labs within the immediate week of the initial absence. In these instances, the student's subsequent clinical activities (simulation and skills labs) can be considered a singular absence under the attendance policy for the immediate week only. Absences in any clinical activities beyond the immediate week would be considered a second absence and be subject to the policy as stated above.
- If the absence is not approved, as extenuating, then the student will not be able to make up the clinical time, thus not meeting the direct care hours as prescribed by the state Boards of Registered Nursing and will receive a withdrawal/NP*** for the course.
- A student may only miss a maximum of 10% of the total scheduled course hours as required by the syllabus*. In addition, students may not miss more than one (1) in-person clinical shift. Any absences in excess of the 10% total or in excess of one (1) in-person clinical shift will result in withdrawal/NP in the course.
- Every course has a minimum number of direct clinical hours that must be met and if a student absence prevents achievement of those required hours, students cannot meet the objectives of the course and therefore would result in a withdrawal/NP in that course.
- The clinical hours required are determined by the campus's state board of nursing and if the required hours are not met, students may not be able to meet the requirements of the course, and this would result in a withdrawal/NP in the course.

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

Clinical Tardiness

Arrival after the scheduled start time constitutes tardiness.

- The student will be allowed to remain and participate in the clinical experience at the first occurrence of tardiness, if the clinical site allows.
- The second tardy will be defined as a clinical absence.
- Regardless of the amount of time a student is tardy, if a clinical site prohibits a student from joining the in-person clinical shift late, the student will be considered absent and beholden to the attendance policy as stated above.
- The student will also be assigned additional make-up clinical activities for any time missed in the clinical setting.

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

- Sigma Theta Tau International – Nursing's Honor Society
- Eligibility to serve as a Nursing Student Association Officer
- Eligibility to serve as a Peer Assisted Learning Tutor

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

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

The following are not considered extenuating circumstances:

- Childcare
- Work Schedule Conflicts
- Transportation
- Traffic

****Withdrawal – No Pass (WNP):* Nursing Corequisite Course Drop Policy:

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

ADD/DROP PERIOD

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

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

Please note, the University will automatically withdraw a student from any course(s) in which he or she is registered and for which attendance has not occurred by the end of the Add/Drop period. Programs and courses may have specific attendance requirements. All Clinical Experience courses in the PA program are not subject to the Add/Drop period and courses may be changed during the term. Students dropping any course(s) within the OT, PT, PA or SLP programs will be

withdrawn from the University. Please refer to the programmatic section of the catalog and to the specific programmatic handbook for each program for more information.

COURSE SEQUENCE AND OVERLOAD POLICY

Course Sequence

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

Course Overloads

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

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

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

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

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

COURSE AUDIT POLICY

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

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

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

TAKING CLASSES AT ANOTHER CAMPUS

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

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

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

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

Intercampus Registration

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

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

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

ONLINE-DISTANCE EDUCATION-BLENDED COURSE REQUIREMENTS

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

Registration Information

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

Instructional Delivery and Facilitation

West Coast University utilizes the Canvas Learning Management System. Technical support for Canvas is offered 24 hours per day, 7 days per week. There are minimum system requirements to access not only Canvas but also any resources that may be posted on Blackboard or utilized in a course. Please refer to the University Student Handbook. for minimum technical requirements. For technical support options, please click on the Help tab located on the navigation menu on the left side at the top of your Canvas page. Canvas can be accessed here: https://canvas.westcoastuniversity.edu/.

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

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

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

GRADES

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

Grade Rounding

At West Coast University, all student assignments, quizzes, tests and examinations are entered into the learning management system gradebook as points are earned. When points earned are fractional/decimal score, faculty will enter to one decimal place without rounding and automated

scores are populated as earned. For programs with a critical assignment grade, the learning management system automatically calculates cumulative achievement or non-achievement.

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

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

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

Undergraduate Grading Scale

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

Numerical Grade Conversion Scale

Grading Scale	Points	Conversion Percentages (%) and/or Definitions	**Attempted**	**Successfully Completed for:**						
				General Education Courses (Pre-Licensure Programs)	*(Online Programs)*	*Pre-licensure Nursing Courses*	*Post-Licensure Nursing Courses400 Level or Below*	*Post-Licensure Nursing Courses 500 or 600 Level*	**BSBA/BSHA/BSPH**	*Dental Hygiene Courses*
A	**4.0**	**93-100**	**Y**	**Yes to All**						
A-	**3.7**	**90-92**	**Y**	**Yes to All**						

B+	**3.3**	**87-89**	**Y**	**Yes to All**						
B	**3.0**	**83-86**	**Y**	**Yes to All**						
B-	**2.7**	**80-82**	**Y**	**Y**	**Y**	**Y**	**Y**	**N**	**Y**	**Y**
C+	**2.3**	**76-79**	**Y**	**Y**	**Y**	**Y**	**N**	**N**	**Y**	**Y**
C	**2.0**	**73-75**	**Y**	**Y**	**Y**	**N**	N	**N**	**Y**	**N**
C-	**1.7**	**70-72**	**Y**	**N**	**Y**	**N**	N	**N**	**Y**	**N**
D+	**1.3**	**66-69**	**Y**	**No to All**						
D	**1.0**	**63-65**	**Y**	**No to All**						
D-	**0.7**	**60-62**	**Y**	**No to All**						
F	**0.0**	**59 and below**	**Y**	**No to All**						
AU	**0.0**	**Audit**	**N**	**No to All**						
CR	**0.0**	**General Education:** *Credit*	**Y**	**Yes to All**						

Nursing & Dental Hygiene: *Credit for Nursing Advanced Standing Credit, or 76% or*

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

A minimum passing grade is required for each course and varies by program.Earned grades below the minimum passing grade reflect that the course has not been successfully completed.
Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.
"**C***" grades in core *Pre-licensure Nursing* and core *Dental Hygiene*courses reflect that the course has not been successfully completed. is the minimum grade in the *General Education* Program.
"**C+**" is the minimum passing grade in the core *Nursing* and *Dental Hygiene* Programs.
"**C***" grades in core Pre-licensure *Nursing,* and core *Dental Hygiene* courses reflect that the course has not been successfully completed.

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

Graduate Grading Scale

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

Grading Scale	Points	Conversion Percentages and/or definitions	Treatment for Satisfactory Academic Progress (SAP)						
			Included in Cumulative Grade Point Average (CGPA)	Attempted	Successfully Completed				
					OT/DPT/ MPA/MSLP	Pharm D	MBA/MHA/MPH/ MSCMHC	MSN Certificate Programs	DNP
A	4.0	93-100	Y	Y	Y	Y	Y	Y	Y
A-	3.7	90-92	Y	Y	Y	Y	Y	Y	Y
B+	3.3	87-89	Y	Y	Y	Y	Y	Y	Y
B	3.0	83-86	Y	Y	Y	Y	Y	Y	Y
B-	2.7	80-82	Y	Y	Y	Y	Y	N	Y
C+	2.3	76-79	Y	Y	Y	Y	Y	N	N
C	2.0	73-75	Y	Y	N	Y	Y	N	N
C-	1.7	70-72	Y	Y	N	N	Y	N	N
D+	1.3	66-69	Y	Y	N	N	N	N	N

D	1.0	63-65	Y	Y	N	N	N	N	N
D-	0.7	60-62	Y	Y	N	N	N	N	N
F	0.0	59 and below	Y	Y	N	N	N	N	N
AU	0.0	Audit	N	N	N	N	N	N	N
CR	0.0	Credit	N	Y	Y	Y	Y	Y	Y
P	0.0	Pass	N	Y	Y	Y	Y	Y	Y
NP	0.0	No Pass	N	Y	N	N	N	N	N
I	0.0	Incomplete	N	Y	N	N	N	N	N
WNP	0.0	Withdrawal - No Pass	N	Y	N	N	N	N	N
TC	0.0	Transfer Credit	N	Y	Y	Y	Y	Y	Y
W	0.0	Withdrawal	N	Y	N	N	N	N	N
WP	0.0	Withdrawal- Pass	N	Y	N	N	N	N	N
WF	0.0	Withdrawal-Failure	N	Y	N	N	N	N	N

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

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

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

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

* MSCMHC requires a B- (80%) or higher in some courses. Please see the Program Specific Policies for more information.

"INCOMPLETE" (I) GRADES

To request an "I" grade, the student must submit the written petition to the course faculty no later than two (2) calendar days before the end of the term for ground programs and no later than seven

(7) calendar days after the end of the term for online. A minimum of 50% of the course assignments must have been completed, and the student must be able to pass the class.

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

Students should note that an "I" grade does not indicate the course is completed, meets the requirements for a degree, or prerequisite requirements. All Incomplete grades must be resolved within thirty-five (35) calendar days from the date of the end of the term.

Students who are unable to complete the required coursework or clinical hours during the thirty-five (35) calendar day window may apply for an extension by providing details regarding their inability to complete coursework in the standard window of time. If the extension is approved, the student will have an additional thirty-five (35) calendar days to complete the coursework or clinical hours.

All "I" grades not resolved by the deadline (original or extended) will convert to the final grade calculated based on completed coursework. Students who receive a non-passing grade must retake their course(s) to meet program requirements. If the student is in their last term, they will be rescheduled for retake in the following term. Please note that an incomplete grade may delay program progression as some courses serve as prerequisites to another.

For the evaluation of satisfactory academic progress ("SAP"), "I" grades are counted as unsuccessfully attempted credit hours but are not counted in the GPA calculation. When the "I" is converted to a final grade, the SAP calculation occurring at the end of the term in which the original "I" grade was given is recalculated. The SAP recalculation may change the student's SAP status and impact their financial aid eligibility.

PASS/NO PASS POLICY

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

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

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

COURSE REPEATS

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

Second Bachelor's Degree Requirements

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

Undergraduate Students

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

Dental Hygiene Students

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

Courses Passed, but not Successfully Completed

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

Graduate Students

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

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

FINAL GRADE APPEAL

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

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

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

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

1. Consult with the faculty member who issued the grade for reconsideration of the grade or the record, utilizing the grade appeals form. Appeals of failing grades will be addressed within two (2) business days of receipt.
2. If, after consultation with the faculty member, the student wishes to further appeal the grade, or if the faculty member is either unavailable or does not respond within the time frame outlined in step one, the student should request in writing to the academic program Dean/Chair of their

academic program, within two business days, an investigation of the grade. The academic program Dean/Chair may investigate the matter personally or refer it to a designee. The investigation will be conducted by the end of the first week of the following term. At the conclusion of the investigation, the academic program Dean/Chair shall issue a finding in writing that either concurs with the faculty member regarding the grade or in some instances requires the faculty member to revise the grade based on demonstrable evidence that the initial grade was in error.

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

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

SATISFACTORY ACADEMIC PROGRESS

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

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

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

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

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

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

Please note: The Satisfactory Academic Progress status will remain unaffected if the student changes tracks within their degree program. (Example: The previous SAP status is retained for a student who moves between the MSN-Nurse Leader Track and the Nurse Educator Track.) Students who change programs will have their SAP status re-evaluated based on the coursework that may be transferred

into the new degree program. (Example: A student who changes from the MSN program to the MHA degree offering.)

Withdrawals, Failures, Incompletes, Repeats, and Transfer Credits

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

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

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

Standards of Academic Progress for VA Students

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

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

SAP Sanctions

SAP Warning

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

SAP Probation

The SAP Probationary period to retain eligibility for Federal Student Financial Aid will last only one semester/trimester. If by the end of any probationary period, a student raises his or her CGPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will be removed from SAP Probation and returned to regular status, and be eligible for Federal Student Aid. However, if at the end of the probationary period the student fails to meet the minimum

CGPA or rate of progress requirements, the student will be suspended from receiving additional Federal Student Aid and may be academically dismissed from the institution for not meeting their Academic Plan. Students may appeal their academic dismissal, but may not appeal their Financial Aid suspension. If the student successfully appeals their academic dismissal, they will remain in SAP Probation status but will not regain eligibility for Federal Student Aid until the subsequent semester/trimester after raising his or her CGPA and rate of progress to or above the minimum standards for academic progress. The student will be notified in writing of the suspension of aid and/or dismissal from the University due to SAP reasons.

SAP Appeal

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

Written appeals should include:

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

Pending Dismissal

A student who has failed to meet satisfactory academic progress while on SAP Warning status will be placed in a temporary SAP Pending Dismissal status. SAP Pending Dismissal Appeals must be submitted in writing within (2) calendar days of the Federal Student Aid suspension or academic dismissal notification to the students. The Campus Appeals Committee will notify the student of the outcome within (3) days of receipt of the appeal. Students who fail to submit their appeal within (2) calendar days or students whose appeal is denied will be withdrawn from the university and be considered SAP Dismissed.

SAP Dismissal

SAP Dismissal Appeals must be submitted in writing within (30) calendar days of the Federal Student Aid suspension or academic dismissal notification to the students. The Campus Appeals Committee will notify the student of the outcome within (30) days of receipt of the appeal. Students have the right to request for a Review for Reconsideration by the University Appeals Committee if they disagree with the decision from Campus Appeals Committee. The university understands there may be extenuating circumstances which prevent students from submitting their appeal within (30) days. Students may appeal after the (30) day deadline at the discretion of the Campus Executive Director or Director of Student Affairs.

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

Academic Action Plan

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

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

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

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

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

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

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

EXCEPTIONS TO SATISFACTORY ACADEMIC PROGRESS

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

GRADUATION REQUIREMENTS FOR UNDERGRADUATE STUDENTS

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

UNIVERSITY DISMISSAL

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

1. failure to maintain Satisfactory Academic Progress (SAP), including remaining on academic or financial aid warning longer than the prescribed period noted within the university SAP policy;

2. for conduct reasons; Please refer to the University and Programmatic Handbooks.
3. failure to meet the university and/or programmatic policies and procedures;
4. Receiving non-passing grades: (Each program may have a more restrictive policy. See program-specific dismissal policies for further details.)

1. Undergraduate Programs:
    a. Eight (8) non-passing grades at West Coast University.
    b. Receive a non-passing grade three (3) times for the same course.

1. Post and Non-licensure Graduate Programs
    a. Four (4) non-passing grades at West Coast University.
    b. Receive a non-passing grade three (3) times for the same course.

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

Please note students who are dismissed from one academic program may apply for rentry, but admission after dismissal for maximum non-passing grades is contingent on an approved appeal. Students who reenter after maximum non-passing dismissal will be dismissed upon receiving one more non-passing grade. Students academically dismissed twice from WCU will not be allowed to reenter the institution.

Student may not apply to another track within the same program from which they were dismissed. Students who are dismissed from a pre-licensure program are ineligible to apply to another pre-licensure offering. Students dismissed from an MSN-APRN program are ineligible to reenter an APRN program track (including post master's certificate versions) at any time in the future, but can apply for readmission into a non-APRN program track.

Students who transfer between programs will not have their non-passing grades reset in the new programs.

Programmatic Dismissal Policies

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

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

Additional notes:

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

A student who fails NURS 493 *on the first attempt will be provided no more than two (2) additional opportunities to repeat the course without added cost or being dismissed regardless of the number of previous course failures. If the student fails or is unsuccessful on their third attempt to repeat the class, the student will be dismissed from the University. Students enrolled at a California campus*

may be approved to sit for the NCLEX as a "non-graduate" if unsuccessful in passing NURS 493. *See Campus Director of Nursing for more information.*

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

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

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

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

DPT Students: Continuation in the graduate program in physical therapy is dependent on the following:

1. Satisfactory progress in removing any conditions imposed at the time of admission.
2. Satisfactory progress in restoring the cGPA to 3.0 during a probationary period of two (2) semesters.
3. Satisfactory completion of all clinical affiliations.
4. Satisfactory progress in removing any conditions imposed on the student as a result of professional behavior issues.

A student will not be allowed to continue in the Doctor of Physical Therapy Program as a result of academic, clinical, or professional infractions. A student will be dismissed from the program if any of the following conditions exist:

1. The student receives a grade of C or below in any course.
2. If, at the discretion of the Faculty, student conduct or professional behaviors are deemed inappropriate, inadequate, compromising, or unsafe. This could include a breach of policies stated in this handbook or breach of a professional behavioral contract.
3. The student fails a PT Experience or Clinical Internship.
4. The student on academic probation is unable to raise their cumulative GPA to 3.0 or above after two (2) consecutive semesters.
5. The student, while on academic probation, receives a tGPA below 3.0.
6. A student may not be placed on academic probation more than one time in their academic progression; any conditions resulting in a second academic probation will result in dismissal.

The Physical Therapy program pledges to ensure due process to all students equitably, regardless of age, color, religion, national origin, race or gender, when carrying out the policies.

Any student dismissed from the DPT program for academic (clinical or didactic) or behavioral reasons has the right to appeal this decision with West Coast University. Please see University Catalog for more information related to the appeal process and policy.

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

1. A grade of "C" or lower is received in any course.
2. The minimum cumulative GPA of 3.0 for each trimester is not met.
3. An incomplete grade is unresolved or results in a grade of "C" or lower.
4. Withdraws from one or more classes.
5. The maximum timeframe of trimesters to complete the program is exceeded.

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

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

Post-licensure APRN Students: An APRN student will be dismissed from the program if:

1. The student receives a total of two non-passing grades, whether that is a single non-passing grade in two different courses or two non-passing grades in the same course.
2.

The student does not meet the required progression and good standing requirements as outlined on the Nursing, Master of Science Degree and Good Standing policy pages of the catalog.[1]

[1] Non-passing grades are not reset to 0 after a student transfers from one APRN track to another APRN track. If the student receives one non-passing grade while in one APRN track, they would be dismissed upon receiving another non-passing grade in a different APRN track were they to transfer.

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

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

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

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

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

REQUEST FOR RECONSIDERATION

If the appellant believes the appeals committee decision or action is contrary to University policy or procedures, they may submit a request for reconsideration as long as the request meets the criteria listed below. Requests for reconsideration must be submitted within 10 (ten) days of notification of the Appeals Committee decision.

Requests for Reconsideration must meet one of the following criteria:

1. University policies were applied incorrectly.
2. University procedures were not followed.
3. The Campus Appeals Committee decision is contrary to state or federal law, and/or regulations and/or guidelines.

Appellants must submit a written request for reconsideration to the Secretary for review by the University Appeals Committee at UniversityAppeals@westcoastuniversity.edu. Email requests must include all information and documentation submitted to the University Appeals Committee. Only information submitted to the University Appeals Committee will be considered. A letter citing the reason for the request for reconsideration must be included stating the criteria on which the reconsideration is based, and which aspect of the committee's decision meets the criteria.

The University Appeals Committee Secretary will review the request to ensure the criteria for reconsideration are met. If the request is incomplete or does not meet the criteria, the Secretary notify the student. Submission of the completed appeal form is to be delivered to the Secretary at least three business days prior to the next meeting date. Meetings are held biweekly and the next meeting date to be communicated to the student by the Secretary.

The appellant should present their appeal in person or over zoom to the University Appeals Committee for consideration. They should be prepared to outline the background and context consisting of the grounds for appeal with rationale and evidence as needed to explain the circumstances surrounding the appeal. The written appeal, along with all appellate documents, should include:

1. Details and description of the decision or situation being appealed.
2. Reason or basis for appeal.

3. Documentation that supports the appeal and appeal reason (for example, documentation related to the catastrophic situation or mitigating event).
4. Requested remedy being sought.
5. Viable student success action plan showing how student will support educational or behavioral situation if appeal is granted.
6. The policy/ procedures and/or federal law/ regulations that was allegedly violated.

Once all appeals have been heard, the University Appeals Committee will privately review the cases and will vote during the meeting on all submitted appeals. The verdict on each resolution will be communicated by the Secretary at the conclusion of the meeting to the appellant.

All referenced deadlines and timeframes may be adjusted if both the University and the Appellant are in agreement. Any adjustments must be in writing and signed by both parties.

LEAVE OF ABSENCE POLICY

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

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

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

Students should continue to attend their courses to avoid exceeding the allotted absence time permitted in any course while awaiting approval. Students seeking to withdraw from courses during any current term will be subject to the University course withdraw policies and grading requirements. If a student does not return from a LOA within the specified timeframe and no prior arrangements have been made to extend the leave, then the student will be withdrawn from the University. The withdrawal date for an approved LOA is the date that the student failed to return from leave as determined by the institution's records. Examples of acceptable reasons, with official supporting documentation, for an LOA are as follows (this list is not intended to be exhaustive):

- Military Duty
- Medically recommended with professional note (e.g., serious illness, surgery, etc.)
- Serious illness and care requirements for an immediate family with supporting documentation
- Death in the immediate family
- Maternity and paternity leave
- The inability to attend a clinical assignment for an upcoming term due to either clinical non-compliance or lack of clinical opportunities in the program
- A natural disaster preventing a student from attending school

An institutional LOA is not considered an official leave of absence under federal Title IV regulations. When a student takes an institutional LOA, they are deemed to have withdrawn from the University as of the last day of documented attendance prior to the LOA and become ineligible for

financial aid under Title IV. As a result, a return to Title IV funds calculation will be completed and the student will be reported to the Department of Education as having been withdrawn. Any balance due to the University must be paid in full prior to the student returning from a LOA. The time on a LOA will be counted against any six (6) month grace period for entering repayment on federal financial aid loans. Students are encouraged to speak with a Financial Aid Officer prior to planning or beginning a LOA. Students should refer to the "Withdrawal and Refund Policy" and the "Return of Title IV Funds Policy" in the University catalog for a full explanation of the possible financial consequences of a withdrawal or Leave of Absence.

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

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

Readmission for Military Servicemembers

A service member that provides their intent to return will be permitted to reenroll in the same academic program, unless the student requests a later date of reenrollment. A returning student will be readmitted into the same academic program the student was enrolled in prior to the military service obligation. If the exact program no longer exists, the student must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program. Returning students will be reenrolled with the same enrollment status, number of completed credit hours, and academic standing as their last date of attendance.

If the University determines that a returning student is not prepared to reenroll in the same academic program with the same academic status or is unable to complete the program, the school will make reasonable efforts to enable the student to resume or complete the program at no additional cost to the student. If such efforts are unsuccessful or place an undue hardship on the institution, the institution is not required to readmit the student.

In accordance with federal regulations, returning students who receive a dishonorable or bad conduct discharge from the Armed Forces (including the National Guard and Reserves) are not eligible for readmission under this policy. However, servicemembers who receive dishonorable or bad conduct discharge may remain eligible for readmission even though they will not be entitled to the benefits outlined in this policy.

WITHDRAWAL FROM A PROGRAM

Official Withdrawal

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

Unofficial Withdrawal

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

WITHDRAWAL FROM A COURSE

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

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

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

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

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

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

Repeated Courses and GPA

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

REENTRY

Dental Hygiene Program following Dismissal

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

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

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

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

Speech Language Pathology Program following Dismissal

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

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

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

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

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

Nursing Program following Dismissal

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

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

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

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

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

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

Eligibility for Reentry - LVN/LPN

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

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

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

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

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

Physician Assistant Program following Dismissal

Students who have been dismissed from the Physician Assistant program for academic or student conduct reasons may be reapply to the program with no guarantee of acceptance.

Due to the didactic and clinical experience requirements for certification and licensure, if a student is reaccepted on a space available basis and based on competitiveness with other applicants, the student will reenter the program as a new student regardless of courses completed prior to dismissal.

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

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

The student must earn a minimum grade of 76% in all trimester courses (audit and repeat courses) using the scale outlined in the "Grading" section of the catalog and a minimum cumulative GPA of 3.0 for each trimester. If the minimum grade is not earned in each PA course, the reentry student will be dismissed from the program and will not be readmitted.

Reentry Following Withdrawal

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

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

Nursing Programs following Withdrawal

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

Dental Hygiene Program following Withdrawal

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

Physician Assistant Program following Withdrawal

Due to the didactic and clinical experience requirements for certification and licensure, if a student withdraws and wishes to reenter at a later time, the student must reapply following all current application requirements and receive acceptance status. Any reentry consideration will be made on the basis of availability of space and competitiveness with the entering cohort. Reaccepted students will be required to repeat previously completed courses.

Speech Language Pathology Program following Withdrawal

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

EXCEPTION TO POLICY

Exceptions to academic and administrative policies may only be granted for compelling reasons that are beyond a student's control. All exceptions must be submitted on the appropriate petition form accompanied by pertinent documentation evidencing the circumstance. It is expected that before a petition for exception is requested, that all other appropriate appeals and administrative options have been exhausted. By submission of the petition, the requester authorizes the University to examine any and all pertinent records or contact any party from whom information is needed in order to make an informed decision.

STUDENT POLICIES AND PROCEDURES

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

STUDENT SERVICES AND RESOURCES

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

Advising and Tutorial Assistance

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

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

Career Services

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

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

Counseling Resources

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

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

Call toll free: 1.877.351.7889

- E-mail: AskSAP@aetna.com

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

Disability Services

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

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

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

(verifies appropriate documentation, complete submission of documents, verifies disability, if needed

consults with faculty, program chair, administrative departments, etc.).

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

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

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

STUDENT IDENTITY DOCUMENTATION

All students are required to verify their identity by submitting a copy of a signed, unexpired, government-issued photo identification to the Financial Aid Office no later than their first day of attendance. Military IDs will never be photocopied. The Financial Aid Office will document that an original military ID was presented but no photocopy will be retained pursuant to Title 18, US Code Part I, Chapter 33, Section 701. This policy applies to all students, whether or not the student applies for financial assistance. The University reserves the right to request original or additional identity documents, at the University's sole discretion. Requests for exceptions to this policy must be requested in writing via the Student Identity Documentation Exception form, and approved by the Campus Executive Director. Students that are approved for an exception will be required to provide valid identity documents within 12 months of starting school. Note, some students may be required to provide approved documents sooner based on core or clinical course requirements.

LIBRARY

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

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

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

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

COMPLAINT/GRIEVANCES PROCEDURE

A grievance is a complaint by a student involving the interpretation, application, or alleged violation of College policies and procedures. A grievance procedure is used for issues other than student conduct code or Title IX policy violations. Please refer to the Conduct Code and Title IX Policy for those concerns. If a student believes a University official, faculty member, administrator, or student has acted improperly or inconsistently with WCU policies and/or procedures, the student may file a grievance. This may include, but is not limited to, misapplication or misinterpretation of policy,

procedures, practices, unfair treatment or conduct, etc. All grievances must be filed within 30 days of the incident.

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

Matters that have been or are in litigation will not be reviewed/considered.

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

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

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

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

This policy and procedure is internal to WCU. If, after using the WCU procedure, a student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting external agencies:

Institutional Accrediting Agency

WASC Senior College and University Commission
1080 Marina Village Parkway, Suite 500, Alameda, CA 94501
(510) 748-9001 | www.wascsenior.org

State Agencies for campus-based programs or distance education students:

California Bureau for Private Postsecondary Education (BPPE)

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

Florida Department of Education Commission for Independent Education (CIE)
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
(888) 224-6684
www.fldoe.org

Texas Higher Education Coordinating Board (THECB)
1801 North Congress Avenue, Suite 12.200
Austin, TX 78701
(512) 427-6101
www.thecb.state.tx.us

State Agencies for distance education only:

Arizona Office of the Attorney General
2005 N Central Ave., Phoenix, AZ 85004
(602) 542-5763 | Email: consumerinfo@azag.gov

Colorado Office of the Attorney General
1300 Broadway, 10th Floor, Denver, CO 80203
(720) 508-6000 | Web: www.coag.gov/file-complaint

Hawaii Department of the Attorney General
425 Queen Street, Honolulu, HI 96813
(808) 586-1500 | Web: http://ag.hawaii.gov/contact-us/email-the-department-of-ag/

Idaho Office of the Attorney General
700 W. Jefferson Street, Suite
210, Boise, Idaho 83720-0010
(208) 334-2400 | Web:
https://www.ag.idaho.gov/contact/

Louisiana Office of the Attorney General
1885 North Third Street, Baton Rouge, LA 70802
(225) 326-6465, (800) 351-4889 | Email: ConsumerInfo@ag.louisiana.gov

Missouri Office of the Attorney General
207 W. High St. Jefferson City, MO 65102
(573) 751-3321 | Email: consumer.help@ago.mo.gov

Nevada Office of the Attorney General
100 North Carson Street, Carson City, NV 89701
(702) 486-3132 | Email: AgInfo@ag.nv.gov

New Jersey Office of the Attorney General
P.O. Box 45025, Newark, New Jersey 07101
(973) 504-6200 | Web: https://njconsumeraffairs.state.nj.us/file-a-complaint/

Ohio Office of the Attorney General
30 E. Broad St., 14th Floor Columbus, OH 43215
(800) 282-0515 | Web: https://www.ohioattorneygeneral.gov/About-AG/Contact

Oklahoma Office of the Attorney General
313 NE 21st Street, Oklahoma City, OK 73105
(405) 521-2029 | Email: ConsumerProtection@oag.ok.gov

Pennsylvania Office of the Attorney General
15th Floor, Strawberry Square, Harrisburg, PA 17120
(800) 441-2555 | Web: https://www.attorneygeneral.gov/submit-a-complaint/consumer-complaint/

South Carolina Office of the Attorney General
1000 Assembly Street, Room 519, Columbia, S.C. 29201
(803) 734-4200 | Web: https://consumer.sc.gov/consumer-resources/consumer-complaints

South Dakota Office of the Attorney General
1302 E Hwy 14, Suite 3, Pierre, SD 57501
(605) 773-4400 | Email: consumerhelp@state.sd.us

Tennessee Office of the Attorney General
P.O. Box 20207, Nashville, TN 37202-0207
(615) 741-1671 | Web: https://www.tn.gov/commerce/section/consumer-affairs

Vermont Office of the Attorney General
109 State Street, Montpelier, VT 05609
(802) 828-3171 | Web: http://ago.vermont.gov/consumer-assistance-program-complaint-form

West Virginia Office of the Attorney General
P.O. Box 1789, Charleston, WV 25326
304-558-8986 | Email: consumer@wvago.gov

Programmatic Accreditors and Approvals:

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

Nursing

California Board of Registered Nursing (BRN)
1747 North Market Boulevard, Suite 150
Sacramento, CA 95834
(916) 322-3350
www.rn.ca.gov

Florida Board of Nursing
Florida Department of Health
4052 Bald Cypress Way, Bin C-10
Tallahassee, FL 32399-3252
(850) 245-4125, Nurse Consultant Ext. 3612
https://floridasnursing.gov/

Texas Board of Nursing (TBON)
333 Guadalupe Road, Suite 3-460
Austin, TX 78701-3942
(512) 305-7400
https://www.bon.texas.gov/

Commission on Collegiate Nursing Education (CCNE)
655 K Street, NW, Suite 750
Washington, DC 20001
(202) 887-6791
https://www.aacnnursing.org/ccne-accreditation

Dental Hygiene

Commission on Dental Accreditation (CODA)

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

Dental Hygiene Board of California (DHBC)

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

Occupational Therapy
Accreditation Council for Occupational Therapy Education (ACOTE)
7501 Wisconsin Avenue, Suite
510E, Bethesda, MD 20814
301-652-6611 x2914
http://www.aota.org/en/AboutAOTA/Contact-Us.aspx

Occupational Therapy Association of California (OTAC)

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

Physical Therapy

Commission on Accreditation in Physical Therapy Education (CAPTE)

1111 North Fairfax Street
Alexandria, VA 22314
(703) 706-3245

http://www.capteonline.org/Complaints/

Pharmacy

Accreditation Council for Pharmacy Education (ACPE)
135 South LaSalle Street, Suite 4100
Chicago, IL 60503
(312) 644-3575
https://www.acpe-accredit.org/students/complaints.asp

Physician Assistant
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
3325 Paddocks Parkway, Suite 345
Suwanee, Georgia 30024
(770) 476-1224
http://www.arc-pa.org/wp-content/uploads/2021/07/Policy-for-inclusion-in-letters-2021-.pdf

Speech Language Pathology

The Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA)
2200 Research Boulevard, #310
Rockville, MD 20850
(800) 498-2071
https://caa.asha.org/programs/complaints/

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, AS AMENDED

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

Review and Correction:

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

Disclosure of Educational Records:

- Information defined as Directory Information may be released without a student's consent. West Coast University defines Directory Information to include:
  - Name
  - Address
  - Phone Number

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

Definitions:

- *Authorized Representative* is defined as any entity or individual designated by a State or local educational authority or an agency headed by an official listed in 34 CFR § 99.31 (a)(3) to conduct – with respect to Federal- or State-supported education programs – any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.
- *Legitimate Educational Interest* is defined as a "need to know", in which the requesting party requires a student's records for purposes that are essential to the general process of higher education, including teaching, research, public service, academic advising, counseling, job placement, financial assistance and advertisement, accreditation, audit, medical services, and safety. A faculty or staff member, for example, has legitimate educational interest if they are performing a task that is specified in his/her position description, performing a task related to a student's education or to student discipline, providing a service or benefit related to the student or student's family, or are maintaining safety and security on campus.
- *Personally Identifiable Information* is defined as any information about a student which can be used to distinguish or trace the student's identity, such as a student's name, the name of the student's family members, the address of the student or the student's family, the student's social security number, student number (when meeting the conditions given below), fingerprint, retinal scan, or other biometric indicator and any other direct identifier of the student. Personally identifiable information also includes indirect identifiers, such as a date of birth, place of birth and mother's maiden name or other information that alone or in combination is linked or linkable to a specific student.

The University uses reasonable methods are to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the University discloses personally identifiable information from education records. For more information on how West Coast University treats Personal Information, please refer to the Privacy Policy.

- *School Official* is defined as any school faculty or employee who has a legitimate educational interest in the student's programs. This includes university and campus administrators, the student's teachers, university and campus registrar staff, compliance officers, financial aid officers, student service staff, academic advertising, placement, and other university staff demonstrating a "need to know" information in the student file.

- Generally, Universities must have written permission from the student in order to release any information from a student's education record. However, FERPA allows Universities to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials, including teachers, with legitimate educational interest as defined;
  - Other schools to which a student is transferring or already has transferred;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- It is possible, under limited circumstances, that a student's record could be disclosed by one of the parties listed above, to another authorized representative with a legitimate education interest. For example, the student record may be provided to the US Department of Education for audit purposes, and the Department could share that record with the Office of Inspector General.
- A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institution to comply with the requirements of FERPA. Complaints must be filed within 180 days of the alleged violation and specify the violation with enough detail to identify the referenced violation. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
Department of Education
Independence Avenue, SW
Washington, DC 20202-4605

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

Student Records

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

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

FINANCIAL POLICIES AND INFORMATION

Investing in your education is investing in your future.

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

FINANCIAL ASSISTANCE

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

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

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

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

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

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

State grant funds intended for books and supply costs (Cal Grant B Access Grants) will be posted to the student ledger and then immediately stipend to students regardless of other tuition and fee charges owed to the University at time of disbursement.

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

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

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

Application Deadlines

Application availability and deadlines for the aid years currently being processed are as follows:

Aid Year	Application Available	FAFSA Submission Deadline	Last Day to Make Corrections or Updates
2023-2024	October 1, 2022	June 30, 2023	September 10, 2023
2024-2025	December 1, 2023	June 30, 2024	September 10, 2024

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

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

Verification Deadlines:

If the FAFSA is selected for verification, by either the federal processor or the school, the WCU Financial Aid Department may request additional documentation to support the student's request for financial assistance, including, for example, official IRS Tax Return Transcripts, signed verification worksheets, proof of identity, etc. The student must submit all requested information to finalize the

estimated financial aid offers. Students are expected to submit all verification materials within 14 days of the request. Exceptions may be made on a case-by-case basis, but failure to submit verification materials within 45 days of the request may result in the loss of institutional grants or scholarships, campus-based aid and federal loans for that payment period. Pell grant eligibility will be forfeited if requested verification documents are not received by September 30th of the trailing year of the aid year, or within 120 days of the last day of enrollment, whichever comes first.

FINANCIAL AID ELIGIBILITY REQUIREMENTS

To be eligible for financial aid, a student must:

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

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

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

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

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

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

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

Conditionally Accepted Students:

Because half-time enrollment status or greater is a requirement for federal loan eligibility and federal grants may not be used for preparatory coursework, students who are conditionally accepted and

enrolled on a less than half-time basis in any given semester/trimester must complete the preparatory coursework on a cash pay basis or through private loans.

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

FINANCIAL AID PROGRAMS

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

Federal Aid Programs

Federal Pell Grant: The Federal Pell Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal Pell Grant Program is determined by a standard need-analysis formula that is revised and approved every year by the federal government. The student must be enrolled in an undergraduate program and may not already have a bachelor's or professional degree. Unlike loans, grants do not have to be paid back. The maximum Federal Pell Grant for 2023-2024 is $7,395 per academic year. In certain situations, an eligible student can receive up to 150 percent of the maximum annual Federal Pell grant amount for an award year. A student can receive a Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years).

Federal Iraq and Afghanistan Service Grant (2023 – 2024 award year): The Federal Iraq and Afghanistan Service Grant is offered to students who are not eligible for a Federal Pell Grant on the basis of their Expected Family Contribution as calculated from FAFSA data, but meet the remaining Federal Pell Grant eligibility requirements. In order to qualify, students must have had a parent or guardian in the U.S. armed forces that died as a result of military service performed in Iraq or Afghanistan after the events of 9/11. The student must have been under 24 years old or enrolled in college at least part-time at the time of the parent or guardian's death.

Note: New for the 2024 – 2025 award year, students who meet the eligibility criteria for the Federal Iraq and Afghanistan Service Grant will be awarded a Max Pell Grant. There will no longer be a separate funded "Iraq and Afghanistan Service Grant" program.

Federal Children of Fallen Heroes Scholarship (2023 – 2024 award year): This scholarship authorizes a Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer to be eligible to receive a maximum Federal Pell Grant for the award year for which the determination of eligibility is made. To qualify, a student must be Pell-eligible and have a Pell-eligible EFC, and be less than 24 years of age or enrolled at an institution of higher education at the time of his or her parent's or guardian's death. In subsequent award years, the student continues to be eligible for the scholarship as long as the student has a Pell-eligible EFC and continues to be an eligible student.

Note: New for the 2024 – 2025 award year, students who meet the eligibility criteria for the Federal Children of Fallen Heroes Scholarship will be awarded a Max Pell Grant. There will no longer be a separate funded "Children of Fallen Heroes Scholarship" program.

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

Federal Work-Study (FWS): The Federal Work-Study program provides jobs for graduate and undergraduate students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work related to the student's course of study.

Funds under this program are limited. Students who indicate on their annual FAFSA that they are interested in FWS, and are otherwise eligible, will be offered FWS funds; however, students must apply for and be hired for a specific job opportunity in order to receive funds. Available positions are posted on our secure Student Portal.

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

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

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

Federal Subsidized Direct Loan: Federal Direct Subsidized loans are available to undergraduate students with financial need. Students may borrow up to $3,500 for their first academic year, $4,500 for the second academic year, and $5,500 for the third and fourth academic years, at a fixed interest rate which is established annually by the U.S. Department of Education. Current interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. The interest is paid by the federal government while students are in school. Interest begins accruing at the time students cease full-time enrollment or fail to carry at least one-half the normal full-time University workload. Regular payments begin six months after the student ceases enrollment or fail to carry at least one-half the normal full-time University workload.

Federal Unsubsidized Direct Loan: Unsubsidized Direct loans are available for students to borrow for additional education costs. Independent undergraduate students can borrow up to $9,500 for their first academic year, $10,500 for the second academic year and $12,500 for their third and fourth academic years, as a combined total with the Federal Subsidized Direct loan. Dependent undergraduate students can borrow up to $5,500 for their first academic year as a combined total with the Federal Subsidized Direct loan, $6,500 for their second academic year and $7,500 for their third and fourth academic years. Graduate students can borrow $20,500 each academic year. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after the student ceases enrollment or fail to carry at least one-half the normal full-time school workload.

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

Federal Direct PLUS Loans for Graduate Students (GRAD PLUS): Federal Graduate PLUS Loans for students pursuing a graduate or professional degree provide additional funds for credit-worthy graduate students to help pay for students' educational expenses. If a student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a credit-worthy endorser. Interest rates are fixed and established annually by the U.S. Department of

Education. Current interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. Repayment begins immediately after the loan is fully disbursed.

State Aid Programs

California Campuses:

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

Chafee Grant Program: The California Chafee Grant for Foster Youth is a grant program administered by the State of California. To qualify, the student must be a current or former foster youth and not have reached his or her 26th birthday as of July 1st of the award year. The court must have established dependency for the student between the ages of 16 and 18. (KinGap youth, adopted youth, guardian placement, and voluntary placement may not be eligible for the Chafee Grant, unless court dependence was established, at anytime, between the ages of 16 and 18.) The California Department of Social Services will verify an applicant's foster youth eligibility status. Chafee Grant payments will be stipend to the student for living expenses, unless the student provides written authorization to apply the funds to their student account to pay for tuition, fee, or book charges. The Chaffee Grant is federally and state funded and is subject to the availability of funds each year.

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

Florida Campuses:

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

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

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

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

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

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

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

Institutional Scholarships and Grants

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

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

Aid for Military Families

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

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

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

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

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

Documents Required for Employment Verification

Some of West Coast University's grants and scholarships require that students verify their current employer to be eligible for institutional funds. For scholarships or grants with employment verification included in the criteria, students must submit one of the documents below to the campus Financial Aid Office. These documents are required in addition to the application for the scholarship or grant.

- Employee paystub dated within the last thirty (30) days

- Letter from the employer on company letterhead
- Email from the employer from company email address
- Employee badge or ID card

Online Division Scholarships and Grants

WCU Health Services Partner Grant: WCU has established a Health Services Partner Grant to promote online higher education to the employees and graduates of selected Health Services Partners. Grant amounts vary but will not exceed 10% of tuition charges each term* for Health Services Partners that have established an affiliation agreement for three or more students to enroll together for the same start term; will not exceed 15%.

To establish eligibility for an initial offer, a candidate must meet all WCU's admission requirements, be admitted to the university, identify their Health Services Partner affiliation when completing the online application for admission, and allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment by the Health Services Partner, active CCNA membership documentation, or proof of graduation from an educational partner. A current list of eligible Health Services Partners is available in the Admissions Office. The Health Services Partner Grant will be automatically renewed each academic year unless the recipient withdrew or extended an approved Leave of Absence in the prior academic year.

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

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

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

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

Effective beginning Fall 2 2023 Online Term - Should American Career College or West Coast University Alumni choose to enroll in WCU Online programs within six months after their graduation date, the Alumni Pathway Grant will be increased by an additional 5% will be awarded resulting in a 25% reduction of tuition charges. The alumni pathway grant will not exceed 25% for the individual student.

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

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

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

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

WCU Continuing Education Grant: WCU has established the Continuing Education Grant to promote new and different opportunities for military undergraduate students who no longer meet the academic requirements to continue their pre-licensure nursing or dental hygiene program but remain in good standing with the University. Pre-licensure Nursing and Dental Hygiene students who are no longer eligible to return to their program may choose to pursue an online undergraduate degree program at WCU.

To be eligible for this grant, students must have been academically dismissed from a BSN, LVN/LPN to BSN, ADN or BSDH program and meet all requirements for admission into an online undergraduate program at WCU.

Grants amounts will be awarded as a 20% reduction of tuition charges incurred for each academic year. The WCU Continuing Education Grant may not be combined with any other WCU scholarship or grant. There is no cash value to the grant. Students who withdraw prior to the end of a trimester will have their grant reduced proportionately based on the final tuition determined at the time of withdrawal.

WCU Partnership Grant: WCU periodically offers grants to selected Clinical Partners to propose a select number of currently licensed RN employees to begin the WCU online RN to BSN program on specific Grant Cohort start dates.

Grant Recipients are eligible to receive a full grant towards tuition and required fees of the Program. Clinical Partners are selected periodically and offered a specified number of slots for which they may propose eligible Grant Recipients. Grant Recipients must meet all the initial and ongoing eligibility requirements of the WCU Partnership Grant. Including:

1. Meet all requirements for admission to the RN-BSN program at WCU as outlined below and in the WCU catalog.
2. Remain actively employed and in good standing with your employer, the Clinical Partner, until completion of the RN to BSN program.
3. Complete the WCU Partnership Grant Student Acknowledgement and Attestation of Affiliation forms.
4. Possess and maintain a current unencumbered RN license;
5. Begin with and remain continuously enrolled with their Grant Cohort. Students that elect to take a leave of absence or withdraw from the program, or have to repeat a course for any reason and fall out of progression with their Grant Cohort will no longer be eligible for the Grant. Students who lose eligibility for the Grant are responsible for the remaining cost of the Program.

The full details of the WCU Partnership Grant are available from you Human Resources Department or the WCU Department of Student Financial Services.

The WCU Partnership Grant may not be combined with any other WCU scholarships or grants and has no cash value.

WCU-ACC Partnership Grant

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

1. Meet all requirements for admission to the RN-BSN, MSN-Advanced Generalist, MSN-Nurse Leadership, MSN-Nurse Educator, or MSN-Informatics program at West Coast University as outlined below and in the university catalog.

2. Remain actively employed and in good standing with your employer until completion of the RN to BSN, MSN-Advanced Generalist, MSN-Nurse Leadership, MSN-Nurse Educator, or MSN-Informatics program at WCU.

3. Complete the WCU-ACC Partnership Grant attestation regarding employment and allow for verification of eligibility. Verification of eligibility requires the student to submit documentation of proof of employment.

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

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

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

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

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

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

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

In addition, applicants must meet the following requirements:

RN-BSN applicants:

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

RN-MSN applicants:

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

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

WCU Nicklaus Scholarship: WCU offers RN-BSN and RN-MSN full tuition scholarships to Nicklaus Children's Hospital. Two scholarships will be offered each academic year - one to an RN-BSN student and one to an RN-MSN student. Recipients are selected by Nicklaus Children's Hospital with WCU recommendations if requested. To qualify for the scholarships, Nicklaus Children's Hospital associates must meet the following criteria:

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

Undergraduate On-Ground Scholarships and Grants

New Student Achievement Grant (Florida & Texas Campuses)

Eligible students who meet the stated Grant requirements will be advised of the grant amount they have been awarded and the terms, no application is necessary.

Eligible students meet the following criteria:

1. New students enrolled to begin school from October 2024 to June 2025 in WCU's on ground BSN or LVN/LPN to BSN programs ("Eligible Programs")
2. Have met all the WCU program admissions requirements for full enrollment in one of the Eligible Programs at the Texas or Florida campus.
3. Achieved a minimum score on the HESI of 83 or TEASV of 66 entrance exams on their first recorded attempt to test.
4. Have a documented gap in funding.
    a. Defined as an unfunded tuition and fee balance in their initial academic year after all other forms of student aid have been applied.
        i. Student aid refers to federal, state or agency student aid only and does not include Parent PLUS loans or private loans.
        ii. The gap in funding must be confirmed by the WCU Student Financial Services Department.

Students are not eligible for a Grant award if any of the following applies:

1. Student is conditionally enrolled.
2. Student is a re-entry, continuing student or student returning from LOA.
3. A student who was awarded a grant but transfers to a non-BSN or non LVN/LPN to BSN program would forfeit future eligibility for this grant.

Grant Awards:

Awards may be given to students who have met all of the criteria, referred to as Qualified Recipients.

Award amounts are designed to match the amount of the gap in funding applicable to the individual Qualified Recipient. The award is allocated over the total enrollment in the program based on ongoing eligibility criteria being met. The award will not exceed the direct education costs remaining after all other forms of aid are applied to the tuition and fee charges. At no time will a student receive a stipend or payout as a result grant funding. If at any time the amount of the grant exceeds the unfunded tuition and fee balance the grant amount will be reduced. The maximum award for students attending in Texas is $9,500 per academic year. The maximum awards for students attending in Florida is $6,500 per academic year. These awards are not prorated based on enrollment status and will be adjusted as needed based on student specific gap balances each term of the academic year. Awards will be adjusted as needed based on student specific gap balances each term of the academic year.

Awards may vary in amount from one student to another and/or from one year to another. The amount of the award is determined at the sole discretion of WCU based on evaluation and consideration of the eligibility criteria.

Students will be notified of any award that has been awarded in their Financial Aid Offer Notification.

Awards are applied to a student's account at the beginning of each semester covered by the award.

Qualified Recipients will also be provided with a Grant notification letter, which they are required to sign and accept in order for the award to be processed and applied to their gap in funding.

Ongoing Eligibility:

To qualify for ongoing eligibility for this grant award, students must:

- *Complete their repackaging appointment prior to the beginning of a new term.*
- *Have a documented unfunded gap balance for the tuition and fees owed to West Coast University for the academic year in which they are applying confirmed by the WCU Student Financial Services Department.*

- *Have maintained at least a 3.0 CGPA at West Coast University since the prior award was made.*
- *When evaluating CGPA students must have completed at least three of the four modules (terms) in the current academic year before they can be repackaged for the next academic year and be considered eligible for renewal of the grant.*

Terms and Conditions:

The grant award is not transferable to another program of study.

Grant awards are made at the sole discretion of WCU using the criteria outlined above as the threshold criteria for eligibility. Grant awards are not subject to appeal.

There is no cash value to this grant award. The award may not result in a credit balance to the student.

If a student withdraws, the grant will be pro-rated based on the tuition and fee charges earned for the semester. Students who withdraw will forfeit future awards and ongoing eligibility for the Grant.

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

The New Student Achievement Grant may not be combined with any other WCU scholarships or grants.

BSN Florida Success Grant

The Success Grant is a limited time grant. Students who canceled their enrollment in the Bachelor of Science in Nursing (BSN) program at the WCU Florida campus from the January 2024 start, and who have re-enrolled to begin in the same BSN program as part of the April 2024 start, may be eligible to apply for this Success Grant. The Success Grant provides a maximum of $15,000 as an original grant award to an Eligible Applicant, disbursed in partial payments towards the student's gap funding needs over the total enrollment period in the program.

Eligible Applicants meet the following application criteria:

- Were enrolled in a nursing program with a start date of January 2024, but who did not start, at WCU Florida due to cancellation of enrollment, and;
- Are already re-enrolled (applied and have been accepted or are pending acceptance based on final transcript evaluation) in the BSN program at WCU Florida for a start date in April 2024, and;
- Achieved one of the following minimum scores on their original entrance exams from their January 2024 enrollment as follows: 83 for HESI or 69 for TEASV, and;
- Submit a completed application on or before the original grant deadline of March 1, 2024.

Grant Awards

The basis for the selection of Success Grant award recipients is based on the Eligible Applicants' Perseverance Scores. The Perseverance Score is generated using data analytics to combine various predetermined factors that are consistently applied to each student. The Success Grant will be offered to Eligible Applicants who demonstrate the highest Perseverance Scores within the pool of Eligible Applicants that submit completed applications timely. Students will be notified of any award that has been granted in their Financial Aid Offer Notification. Awards are applied to a student's account at the beginning of each payment period covered by the award.

Students must meet the ongoing eligibility requirements for the Success Grant to continue receiving the award funds over the term of their enrollment.

Ongoing Eligibility Requirements

Renewal of the Success Grant is available for up to two additional academic years, for a potential total of three academic years. Students who receive an original award are required to re-apply to continue obtaining the Success Grant funding remaining from their original award. WCU will conduct a re-evaluation of the student's ongoing eligibility based on meeting the following requirements:

- *Submit a completed Success Grant renewal application by the first day of each new academic year;*

- *Have a documented unfunded gap balance for the tuition and fees owed to West Coast; University for the academic year in which the student is re-applying, confirmed by Financial Aid;*
- *Have maintained at least a 3.0 CGPA at West Coast University since the prior award was made; and;*
- *Remain continuously enrolled at WCU Florida.*

OP Grant Terms and Conditions:

- *To be eligible for and receive an award, an Eligible Applicant must have exhausted all funding options, including agency sponsored, federal or state aid, or private loans, that the Eligible Applicant qualifies for, which could be used to cover the cost of the program.*
- *The total amount of Success Grant funding is limited for the Success Grant Program, with a per student limit of $15,000 awarded over the total enrollment in the program.*
- *The amount of the Success Grant award may vary from one Eligible Applicant to another.*
- *Applying for a Success Grant does not guarantee an award, even if all the application criteria have been met.*
- *Students who receive a Success Grant are still required to make in school payments of no less than $250.00 per month.*
- *Once the total available amount of Success Grant funds has been awarded, no additional awards will be made for the April 2024 start date even if the student is eligible.*
- *The Success Grant is a limited grant that cannot be applied for after the original grant deadline and must be applied to gap funding beginning with the April 2024 start.*
- *The Success Grant award is not transferable to another program of study.*
- *Grant awards are made at the sole discretion of WCU, using the stated award criteria.*
- *Grant awards are not subject to appeal.*
- *There is no cash value to this grant award. The award may not result in a credit balance to the student.*
- *If a student is withdrawn for any reason, the Success Grant will be pro-rated based on the tuition and fee charges earned for the semester the withdrawal takes effect.*
- *Students withdrawn from the program, for any reason, will forfeit future awards and ongoing eligibility for the Success Grant.*
- *Students who accept a Success Grant are not eligible to enroll in Tuition Options payment plans. If a student is awarded the Success Grant, they must choose between accepting it or using Tuition Options.*

Texas Opportunity Grant

The Opportunity Grant ("OP Grant") is a limited time grant. Students who canceled their enrollment in an on-ground undergraduate nursing program at the WCU Texas campus from the January 2024 start, and who have re-enrolled to begin in the same nursing program as part of the April 2024 start, may be eligible to apply for this Opportunity Grant. ₩

The OP Grant provides a maximum of $20,000 as an original grant award to an Eligible Applicant, disbursed in partial payments towards the students gap funding needs over the total enrollment period in the program. Fifteen (15) OP Grants are available. Eligible Applicants meet the following application criteria:

- Were enrolled in a nursing program with a start date of January 2024, but who did not start, at WCU Texas due to cancellation of enrollment, and;
- Are already re-enrolled (applied and have been accepted or are pending acceptance based on final transcript evaluation) in a nursing program at WCU Texas for a start date in April 2024, and;

- Achieved minimum scores on their original entrance exams from their January 2024 enrollment as follows: 83 for HESI or 69 for TEASV, and;
- Submit a completed application on or before the original grant deadline of February 23, 2024.

Grant Awards:

The basis for the selection of OP Grant award recipients is based on the Eligible Applicants' Perseverance Scores. The Perseverance Score is generated using data analytics to combine various predetermined factors that are consistently applied to each student. The OP Grant will be offered to Eligible Applicants who demonstrate the highest Perseverance Scores within the pool of Eligible Applicants that submit completed applications timely. Students will be notified of any award that has been granted in their Financial Aid Offer Notification. Awards are applied to a student's account at the beginning of each payment period covered by the award.

Students must meet the ongoing eligibility requirements for the OP Grant to continue receiving the award funds over the term of their enrollment.

Ongoing Eligibility Requirements:

Renewal of the OP Grant is available for up to two additional academic years. Students who receive an original award are required to re-apply to continue obtaining the OP Grant funding remaining from their original award. WCU will conduct a re-evaluation of the student's ongoing eligibility based on meeting the following requirements:

- Submit a completed OP Grant renewal application by the first day of the new academic year;
- Have a documented unfunded gap balance for the tuition and fees owed to West Coast University for the academic year in which the student is re-applying, confirmed by Financial Aid;
- Have maintained at least a 3.0 CGPA at West Coast University since the prior award was made; and;
- Remain continuously enrolled at WCU Texas.

OP Grant Terms and Conditions:

- To be eligible for and receive an award, an Eligible Applicant must have exhausted all funding options, including agency sponsored, federal or state aid, or private loans, that the Eligible Applicant qualifies for, which could be used to cover the cost of the program.
- The total amount of OP Grant funding is limited for the OP Grant Program, with a per student limit of $20,000 awarded over the total enrollment in the program.
- The amount of the OP Grant may vary from one Eligible Applicant to another.
- Applying for an OP Grant does not guarantee an award, even if all the application criteria have been met.
- Students who receive an OP Grant are still required to make in school payments of no less than $350.00 per month.
- Once the total available amount of grant funds has been awarded, no additional awards will be made for the April 2024 start date even if the student is eligible.
- The OP Grant is a limited grant that cannot be applied for after the original grant deadline and must be applied to gap funding beginning with the April 2024 start.
- The OP Grant award is not transferable to another program of study.
- Grant awards are made at the sole discretion of WCU, using the stated award criteria.
- Grant awards are not subject to appeal.
- There is no cash value to this grant award. The award may not result in a credit balance to the student.
- If a student is withdrawn for any reason, the OP Grant will be pro-rated based on the tuition and fee charges earned for the semester the withdrawal takes effect.

- Students withdrawn from the program, for any reason, will forfeit future awards and ongoing eligibility for the OP Grant.
- Students who accept an OP Grant are not eligible to enroll in Tuition Options payment plans. If a student is awarded the OP Grant, they must choose between accepting it or using Tuition Options.

Florida Opportunity Grant:

The Florida Opportunity Grant is offered to qualified students attending or requesting re-entry at WCU's Florida campus who are enrolled in the on-ground undergraduate programs with at least a 3.0 cumulative GPA. To qualify, applicants must have an unfunded tuition and fee balance owed to WCU after personal/external contributions of $200 per month, and have exhausted all other options for gap financing, as confirmed by the campus Financial Aid Director. Applicants who have attended five or more post-secondary educational institutions prior to WCU, but have not yet earned a bachelor's degree, are not eligible for this grant. Fund availability is limited.

Award amounts will vary based on demonstrated financial need, the applicants unfunded balance for a given academic year, and number of previous higher education institutions attended, but will not exceed a maximum of $3,000 per semester. Renewal of Opportunity Grants for subsequent years will require re-evaluation of the unfunded balance, newly documented attempts for alternative financing and whether the student has maintained at least a 3.0 cumulative GPA.

Centennial Merit Scholarship

The TX and FL campus locations will not grant any new awards for the CMS grant for new students starting from October 2024 through June 2025. Instead, these campuses will offer the New Student Achievements grant for new starts. Note, renewal awards for any student that was already awarded a new or renewed CMS grant will continue to be awarded to student who remain eligible.

Applicants must be students enrolled in WCU's on ground BSN, LVN/LPN, or BSDH programs ("Eligible Programs") and who have met all the WCU program admissions requirements for full enrollment in one of the Eligible Programs. Students who have been conditionally enrolled are not eligible to apply.

Applicants must have a documented unfunded gap balance for the tuition and fees owed to West Coast University for the academic year in which they are applying. The gap in funding must be confirmed by the WCU Financial Aid Department.

Applicants must have achieved a minimum score on their first attempted entrance exam. The minimum initial entrance exam scores by exam type for scholarship application eligibility are as follows:

- ACT – 23
- SAT – 1080
- • HESI – 83
- TEASV – 65.09

Scholarship Awards:

Award amounts will not exceed the direct education costs remaining after federal grants, federal loans, private loans, external agency benefits, and student payments have been calculated.

Awards may vary in amount from one student to another and/or from one year to another. The amount of the award is determined in the sole discretion of WCU based on evaluation and consideration of the applicant's first attempted entrance test scores, the projected perseverance of the student, the gap in the applicant's funding.

Awards may be made to students who have met all of the criteria, referred to as Qualified Recipients. Awards are granted to the Qualified Recipients in order of the date and timestamp of their application in the system and based on the availability of scholarship funding. Once the total available amount of scholarship funds has been awarded for a cohort's start date, no additional awards will be made for that start date.

Awards will be proportionately reduced for less than full time enrollment. Students will be notified of any award that has been granted in their Financial Aid Offer Notification.

Awards are applied to a student's account at the beginning of each semester covered by the award.

Renewal:

Renewal of scholarships for subsequent years will require the student to re-apply and WCU will conduct a re-evaluation of the student's ongoing eligibility. To qualify for ongoing eligibility for a subsequent award, the student must:

- Apply on time
- Have a documented unfunded gap balance for the tuition and fees owed to West Coast University for the academic year in which they are applying. The gap in funding must be confirmed by the WCU Financial Aid Department.
- Have maintained at least a 3.0 CGPA at West Coast University since the prior award was made.

Terms and Conditions:

The scholarship award is not transferable to another program. Scholarship funding is limited. Application for a scholarship does not guarantee the award of a scholarship, even if all application criteria have been met.

Scholarship awards are made in the sole discretion of WCU using the criteria outlined above as the threshold criteria for eligibility. Scholarship awards are not subject to appeal.

There is no cash value to this scholarship award. The award may not result in a credit balance to the student.

If a student withdraws, the scholarship will be pro-rated based on the tuition and fee charges earned for the semester. Students who withdraw will forfeit future awards and ongoing eligibility for the scholarship.

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

The Centennial Merit Scholarship may not be combined with any other WCU scholarships or grants.

Pathway Scholarship

WCU offers a scholarship to graduates from eligible American Career College programs that enrolls in advanced degrees in their field of study at WCU. The deadline to apply and provide all documents no later than the start of the academic year.

The award amounts for the WCU Pathway scholarship vary by program and campus the student attends. In addition, there is no cash value to this scholarship, if a student withdraws from the program prior to completion of eight semesters, future disbursements will be forfeited. Finally, this scholarship may not be combined with any other WCU grants or scholarships.

Eligible Alumni Program	**WCU Program**	**Semester/Trimester Max Awards**		
		CA	**TX**	**FL**
Vocational Nursing	Bachelor of Science, Nursing or LVN/LPN to BSN	$3,000	$2,000	$1,500
Dental Assisting	Bachelor of Science, Dental Hygiene	$3,000		
Pharmacy Assistant	Doctor of Pharmacy	$4,950		

Occupational Therapy Assistant	Occupational Therapy, Master of Science	$2,700	$2,850	

The student must submit an application to apply and meet the following eligibility requirements:

1. Graduated from an eligible program with a minimum CGPA of 3.0.
2. Provide proof of ACC graduation.

For more information, students should contact the Financial Aid Director at the campus they are attending. The WCU Pathway Scholarship may not be combined with any other WCU scholarship or grants.

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

Florida Bright Futures Matching Scholarship

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

California Norma Ford Memorial Scholarship

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

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

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

Texas and Florida Norma Ford Memorial Scholarship

The scholarship is available to undergrad students attending a ground program at the Richardson, Texas and Miami, Florida locations. This scholarship is available to students after the completion of their first semester and is based on academic standing and financial need. Applications are available in the campus Financial Aid Office and must be approved by the Financial Aid Director. To be considered for the grant, students must have a minimum 3.0 Cumulative Grade Point Average at West Coast University and have financial need as demonstrated by the fact they have exhausted all other options for gap financing or are unable to make agreed upon payments due to unforeseen financial hardship. The Financial Aid Department is responsible for evaluating the need-based components of this grant.

Scholarship funds will be applied to tuition and fees at West Coast University. Offer amounts vary but will not exceed $10,000 per academic year nor will they exceed the student's gap after all aid and other payments have been considered. Funds are limited and not all who apply will receive a scholarship.

Norma Ford Memorial Scholarships will be renewed for subsequent years provided students meet all eligibility criteria noted above including the 3.0 GPA and financial need due to exhausting all other payment options to fund their gap or the inability to maintain their agreed upon payment plan.

Greg Jarvis Simulation Scholarship

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

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

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

Nursing Excellence Grant (Florida & Texas Campus)

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

The grant offers up to $1,400 per full-time semester in Miami and up to $1,550 per full-time semester in Texas and is applied to tuition and required fees at WCU. Offer amounts will be proportionately reduced for less-than-full-time enrollment. Verification of employment and clinical affiliation status will be at the sole discretion of WCU. Grants are offered on a rolling basis and satisfaction of eligibility requirements does not guarantee that a grant will be offered upon enrollment at WCU. The grant may not be combined with any other WCU grants or scholarships. For additional information, please see the Student Financial Services Department.

Nurses of Tomorrow Scholarship (Florida & Texas Campuses)

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

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

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

Access Grant (Florida Campus only)

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

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

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

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

HANA Nursing Scholarship (Florida Campus)

The HANA Nursing Scholarship is available to selected members of the Haitian American Nurses Association who enroll in the BSN or LVN-BSN program at West Coast University. Two scholarships will be offered each academic year to new students who have met all admission requirements and achieved a minimum composite score of 80 on the TEAS V exam.

Offer amounts will be up to $2,500 per academic year ($1,250 per semester) for a maximum of 8 semesters. Scholarships are renewable each year for students who maintain at least a 3.0 CGPA.

Interested students must apply directly to the Haitian American Nurses Association. More details are available in the Admissions Office.

Occupational Therapy Program Scholarships

Scholarship Eligibility

The Dean's Scholarship and Community Leader Scholarship are available to new students enrolled in WCU's MSOT and OTD programs who began enrollment in one of the OT programs with a start date of May 2024 or later. Scholarship funding is limited and not all applicants will be awarded a scholarship.

Terms and Conditions for OT Scholarships

Award amounts will not exceed direct education costs remaining after, federal loans, private loans, external agency benefits, and student payments. Awards may not result in a credit balance to the student. There is no cash value to this scholarship. If you withdraw, the scholarship will be pro-rated based on the tuition and fee charges earned for the trimester. Students who withdraw will forfeit future scholarship disbursements and eligibility. The terms and conditions and eligibility criteria for the Dean's Scholarship and Community Leader Scholarship are subject to change, and the program may be discontinued at any time. Neither the Dean's Scholarship or the Community Leader Scholarship may be combined with any other WCU scholarship or grant.

MSOT/OTD Dean's Scholarship

Initial Eligibility Requirements:

Applicants must be new students enrolled in WCU'S on ground MSOT or OTD programs ("Eligible Programs) with a start date of May 2024 or later, and who have not previously enrolled in a WCU OTD or MSOT program. Applicants must all demonstrate a minimum WCU CGPA of 3.25 and meet the Good Standing Policy at the end of the first academic year of enrollment of the MSOT or OTD program.

To apply for the MSOT/OTD Dean's Scholarship, applicants must submit the Intent to Apply form on or before the last day of the first trimester of enrollment and submit a completed scholarship application, and the required essay (500 words maximum demonstrating your academic achievements, leadership qualities, and how these impact your personal growth) no later than one month prior to the start of the next academic year.

Scholarship recipients will be notified of their award prior to the start of the second academic year of enrollment by the Dean of Occupational Therapy. Notification of ongoing awards will be communicated to students prior to the start of the next academic year.

Ongoing Eligibility Requirements:

To qualify for ongoing eligibility for a subsequent award, the student must:

- Meet the Good Standing Policy.
- The student's CGPA will be evaluated at the end of each academic year. The CGPA at the end of the academic year must be 3.25 or higher to maintain the award for the next year.

If the award is lost due to not meeting any part of the ongoing eligibility requirements, it may not be regained. There is no opportunity for appeal after losing the award.

MSOT/OTD Community Leader Scholarship

Initial Eligibility Requirements:

Applicants must be new students enrolled in WCU'S on ground MSOT or OTD programs ("Eligible Programs) with a start date of May 2024 or later, and who have not previously enrolled in a WCU OTD or MSOT program. Applicants must all demonstrate a minimum WCU CGPA of 3.25 and meet the Good Standing Policy at the end of the first academic year of enrollment of the MSOT or OTD program.

To apply for the MSOT/OTD Dean's Scholarship, applicants must submit the Intent to Apply form on or before the last day of the first trimester of enrollment and submit a completed scholarship application, the required essay (500 words maximum demonstrating your academic achievements, leadership qualities, and how these impact your personal growth), and provide evidence of a minimum of 30 hours of community engagement completed throughout the academic year (Activities must be submitted to and approved by the Dean, or their designee, prior to beginning activities) no later than one month prior to the start of the next academic year.

Scholarship recipients will be notified of their award prior to the start of the second academic year of enrollment by the Dean of Occupational Therapy. Notification of ongoing awards will be communicated to students prior to the start of the next academic year.

Ongoing Eligibility Requirements:

To qualify for ongoing eligibility for a subsequent award, the student must:

- Meet the Good Standing Policy.
- Provide evidence of a minimum of 30 hours of community engagement each academic year according to the instructions listed in initial eligibility requirements.

If the award is lost due to not meeting any part of the ongoing eligibility requirements, it may not be regained. There is no opportunity for appeal after losing the award.

Pharmacy Scholarships

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

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

- $15,000 per academic year - up to $67,500 for the full 8 semester program
- 3.50 and above cumulative GPA
- Must have a Bachelor's degree
- Renewable for 4 1/2 years - must maintain GPA of 3.25 or higher throughout the program
- Student must have accepted admission offer at the time of the offer

Mark Hacken Trustee Scholarship (up to five recipients)

- $10,000 per academic year - up to $45,000 for the full 8 semester program
- 3.00 and above cumulative undergraduate GPA for the initial year offer

- Member of an under-represented minority (African-American, Hispanic, and Native American)
- Renewable for 4 1/2 years - must maintain GPA of 3.0 or higher throughout the program
- Student must have accepted admission offer at the time of the scholarship offer
- Must have accepted offer within 10 business days of receipt of the offer

Dean's Scholarship (up to twenty recipients)

- Up to $5,000 per academic year
- 2.75 and above cumulative undergraduate GPA for the initial year offer
- Demonstrate excellence in service engagement
- Renewable for 4 1/2 years - must maintain

    - GPA of 3.0 or higher throughout the program; and

    - Excellence in service engagement

- Student must have accepted admission offer at the time of the offer
- Must have accepted initial offer within 10 business days of receipt of the offer.

Scholarships for Current Students

Service Excellence Scholarship

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

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

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

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

Academic Honors Scholarship

- Criteria:
  - Cumulative GPA of 3.5 or higher
  - Third year PCOA ranking of 75th percentile or higher
- Scholarship Amount: $5,000 scholarship toward fourth year tuition**Academic Merit Scholarship**
- Criteria:
  - Cumulative GPA of 3.5 or higher
  - Third year PCOA ranking between 50th and 75th percentile
- Scholarship Amount: $2,500 scholarship toward fourth year tuition.

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

Private Loans

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

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

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

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

MILITARY EDUCATIONAL BENEFITS

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

All applicants who identify themselves as potentially eligible for military education benefits will be required to provide a Certificate of Eligibility (COE) or similar document to the Financial Aid Office prior to starting classes. The COE will be used to estimate VA specific funding both in the College Finance Plan offered to all students before classes begin and the financial aid offer letter. West Coast University will allow any student that provides a COE or other documentation asserting eligibility to start school and remain in school for up to ninety (90) days while their benefits are processed. Students who are unable or choose not to provide acceptable eligibility documentation may elect to fund their tuition and fees with other sources including payment plans, federal and private aid.

Veteran students are required to provide WCU record of all prior training, including higher education and military training, even if they are not requesting transfer credits. Veteran students that fail to meet the add/drop transcript deadline outlined in the Admissions Requirements and Program Information section of the catalog may have their enrollment certified with Veteran Affairs up to the end of their first term. After this timeframe, if all official transcripts, including military JST credits are not submitted, WCU will not certify the Veteran's enrollment until all necessary documents are submitted.

Blended and Online Courses: Blended courses will be reported to the Department of Veterans Administration as residential courses. Online courses will be reported to the Department of Veterans Administration as distance courses. Students attending all distance courses during a term will see a reduction in any Basic Allowance for Housing (BAH) that they may be eligible to receive. Contact your benefit liaison at the Department of Veterans Administration or the Financial Aid Director for questions about the designation of a specific course or courses.

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

Post 9/11 GI Bill® Yellow Ribbon program

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

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

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

Department of Defense Tuition Assistance Program

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

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

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

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

For more information on military tuition assistance, please visit the official Department of Defense website.

The Top-Up Benefit

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

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

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

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

The benefit is available for all courses that began Marriage License and Spouse DD214 Service Copy 2 Showing Honorable Discharge – on or after October 30th, 2000. A copy of an approved Tuition Assistance Authorization form for the course is required. If you have not requested VA benefits before, you should submit VA Form 22-1990 to establish eligibility.

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

Documentation Required for Military Fee Rates

Students must document their eligibility for military fee rates by submitting one of the documents below to the campus Financial Aid Office. These documents are required to be on file before students start school unless the student elects not to utilize benefits, they may be eligible for.

Active Duty/Reserve/DoD/VA Employee

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

Veteran

- DD214 Member Copy 4 Showing Honorable Discharge - or
- DD214 Service Copy 2 Showing Honorable Discharge - or
- VA Certificate of Eligibility for GI Bill® Benefits

Veteran Spouse

- Marriage License and Spouse DD214 Member Copy 4 Showing Honorable Discharge - or

- Marriage License and Spouse DD214 Service Copy 2 Showing Honorable Discharge – or
- VA Certificate of Eligibility from transfer of education benefits

Active Duty & Reserve Spouse/Dependents

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

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

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

- Under the *Servicemembers Civil Relief Act*, if you took out student loans prior to entering the military or being called to active duty, the interest rate on those loans will be limited to 6% during your active duty military service. This applies to both federal and private student loans (and other loans as well).
- For all Direct Loans, first disbursed on or after October 1, 2008, no interest will be charged for a period of no more than 60 months while you are serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and are serving in an area of hostilities qualifying for special pay. For Direct Consolidation Loans, this benefit applies to the portion of the consolidation loan that repaid loans first disbursed on or after October 1, 2008.
- You will qualify for deferment of repayment on any of your federal loans while serving on active duty in the military, or performing qualifying National Guard duty, during a war, military operation, or national emergency. If your period of active duty service includes October 1, 2007, or begins on or after that date, your deferment will be extended for an additional 180 days after the demobilization date for each period of qualifying service.
- If you are a member of the National Guard or other reserve component of the U.S. armed forces (current or retired) and you are called or ordered to active duty while you are enrolled at least half-time at an eligible school or within six months of having been enrolled at least half-time, you qualify for deferment of repayment on your federal student loans during the 13 months following the end of your active duty service, or until you return to school on at least a half-time basis, whichever is earlier.

Reimbursement to Veterans and Eligible Persons

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

TUITION PAYMENT

Tuition for the program selected is due by the start of the semester or trimester. New students with retail installment contracts (RICS) are required to make their first payment by the first day of the term unless alternative arrangements have been made with the Student Financial Services department.

Payments may be made with credit card, debit card, wire transfer, check, or money order made payable to West Coast University. Payments may be automatically debited from a valid pre-authorized credit card, submitted electronically each month on our secure student portal, or presented in person to the Student Account Specialist in the Student Financial Services department during regular office hours.

Past due payments may result in the placement of registration, class schedule or book voucher holds. In addition, students that are 30 days or more past due by the end of the add drop period will not be allowed to continue and will be dismissed from the University. Students facing unexpected or extraordinary events may appeal the

financial dismissal by submitting an appeal request to the Student Account Specialists. Students are encouraged to submit their appeal at least two weeks prior to the end of the delinquent term.

Note, students must be current on all payments to be admitted into their final term. Also, students that become delinquent during their final term may be held from class and not permitted to graduate.

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

Note: The University reserves the right to refuse payments from unverifiable sources. Gift cards will not be accepted in amounts greater than $1,000 per term, either singularly or in combination with other gift cards.

Veterans Entitled to Educational Assistance under Chapter 31 and Chapter 33

West Coast University permits any covered individual* to attend and participate in program-required courses beginning on the date the individual provides the campus Financial Aid Office a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

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

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

Note that this policy applies to the portion of tuition and fees expected to be paid for the term under Chapter 31 or 33. Covered individuals whose educational assistance eligibility under Chapter 31 or 33 is less than the full amount billed for tuition and required fees each term may be required to remit payment or make other satisfactory arrangements to pay the difference between the amount of the student's financial obligation and the amount of the expected VA education benefit disbursement.

*For purposes of this disclosure, a covered individual is any enrolled student who is entitled to educational assistance under Chapter 31, Veteran Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

FINANCIAL SUSPENSION

Students' financial accounts must always be kept current unless alternative arrangements have been approved in advance by the Bursar Office. Late payments may be assessed a late payment fee according to the terms of the student's Retail Installment Contract. Students who fail to make satisfactory arrangements or who default on their financial arrangement are subject to registration holds, book voucher holds, suspension and/or dismissal.*

*Note: see exceptions for Veterans Entitled to Educational Assistance under Chapter 31 and Chapter 33 in the Tuition Payments section of this catalog.

The reinstatement process for students who have been dismissed for financial reasons required full payment of the delinquent portion of the tuition for readmission. Depending on the campus attended, official transcripts and diplomas may be withheld until the student has either paid the account in full or made satisfactory arrangements to repay.

COLLECTION EXPENSES

All expenses incurred by the University to collect delinquent tuition or fees from students are considered to be the responsibility of the student and will be added to the student's account.

RETURNED CHECKS

Checks that are returned for non-sufficient funds will be assessed a processing fee according to the terms of the student's Retail Installment Contract. If tuition payments by check are returned more than once for non-sufficient funds during the session of the enrollment agreement, all future payments must be made by credit card, debit card, cashier's check, or money order. Students who have checks returned to the University, for insufficient funds, closed account, or any other reason, must make arrangements to redeem them with credit card, debit card, cashier's check or money order as soon as possible. Students failing to make prompt arrangements may be subject to financial suspension and will be referred to an outside collection agency.

CANCELLATION POLICY

Student's Right to Cancel

All Campuses: Students have the right to cancel an enrollment agreement including any equipment such as books, materials, and supplies or any other goods related to the instruction offered in the agreement, if notice of cancellation is made within seven (7) calendar days (excluding holidays) of enrollment or by the seventh (7th) calendar day of the student's first term, whichever is later.

Cancellation shall occur when the student gives written notice of cancellation at the address of the university shown on top of the front page of the enrollment agreement. Students can also do this by mail, hand delivery, or email. The written notice of cancellation need not take any particular form and however expressed, it is effective if it shows that the student no longer wishes to be bound by the agreement.

New and returning students may be admitted during this period provided they attend at least one scheduled class during the Add/Drop period.

Students will not be admitted after the Add/Drop period without approval from the campus Executive Director and the applicable program Dean/Chair. Tuition adjustments will not be made after the first week of the term.

Returning students who do not return as expected or whose last date of attendance is within the add/drop period will be considered a cancellation for the purposes of assessing tuition and fee charges. This applies to all re-entries and students returning from a leave of absence.

California Campuses only: If the student cancels the agreement, the university will refund 100 percent of the amount paid for institutional charges, with a deduction for equipment not returned in a timely manner in good condition, within *45* days after the student's notice of cancellation is received.

Florida Campus only: If the student cancels the agreement, the university will refund 100 percent of the amount paid for institutional charges, with a deduction for equipment not returned in a timely manner in good condition, within *30* days after the student's notice of cancellation is received.

Withdrawal from Program

Students have the right to withdraw from a program at any time. For the purposes of determining the amount owed for the time frame attended, the student shall be deemed to have withdrawn from the program when any of the following occurs:

1. The student notifies the university of withdrawal or the actual date of withdrawal; or

2. The University terminates the student's enrollment; or
3. The student fails to attend any classes for fourteen (14) consecutive calendar days without making prior arrangements with the University.

WITHDRAWAL AND REFUND POLICIES

Tuition Refund Policy

Students have the right to withdraw from a program of instruction at any time. For the purposes of determining the amount the student owes for the time attended, students in all programs shall be deemed to have withdrawn from the program when any of the following occurs:

- Notify the University of withdrawal or the actual date of withdrawal; or
- The University terminates the enrollment; or
- Student in an on-ground program fails to attend any classes for fourteen (14) consecutive scheduled class days excluding University holidays, as determined by the institution from its attendance records; or
- Student in an on-line program fails to participate in any course for fourteen (14) consecutive calendar days, excluding University holidays, as determined by the institution from its attendance records.
- Student is on an academic leave of absence*. Since the institutional leave of absence is not considered an official leave of absence for Title IV purposes, the withdrawal date for a student who takes an institutional leave of absence is the last date of attendance prior to the leave.
- *PharmD students on an approved LOA during APPE periods will not be withdrawn.

Students are charged each payment period for the tuition, fees, books and supplies attributable to the courses scheduled for the payment period.

Payment Periods are defined as follows:

- 15 Week Trimester: MSLP, MSOT, OTD, and DPT
- 16 Week Trimester: MPA, PharmD, all fully online programs except MSLP and MSCMHC
- 20 Week Semester: MSCMHC and all on ground undergraduate programs

If the student withdraws from the program after the period allowed for cancellation on the enrollment agreement, the University will calculate whether a refund of tuition, fees, books, or supplies is due for the payment period from which the student withdrew. If so, the University will remit any required refund within 45 days following your withdrawal for California and Texas campuses, or 30 days following your withdrawal for the Florida campus. Supplies issued to students and books purchased through WCU with a book voucher are not refundable unless returned to the vendor within fourteen (14) calendar days of the first day of classes in unopened condition.

Refunds for any unearned aid on the student account are based on state, federal or institutional standards. The pro rata refunds apply to all forms of aid which include federal student and parent loans, federal grants, state and institutional grants and scholarships plus private educational loans. 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.

Students who complete 60 percent or less of the payment period at the time of withdrawal will receive a pro rata refund of monies paid for institutional charges. The pro rata percentage is calculated by dividing the number of calendar days completed by the total number of calendar days in the payment period.

Students who completed more than 60 percent of the payment period will incur 100% of the tuition and fee charges for all courses scheduled for the payment period at the time of withdrawal, as well as books and supplies purchased through the University for the payment period. These students also earn 100% of the eligible aid for the payment period.

Any federal Title IV funds remaining after the refund and R2T4 calculations will be paid to the student (or parent, in the case of a federal Direct parent PLUS loan). Any private loan funds remaining on the account after all pro rata refunds will be returned to the lender unless specifically requested by the student to be sent to the student in the form of a stipend.

If you obtained equipment as specified in the agreement as a separate charge, and return it in good condition within fourteen (14) calendar days following the date of your cancellation or withdrawal, the University shall refund the charge for the equipment paid by you. If you purchased textbooks through the University's vendor and return the books to the vendor within fourteen (14) calendar days of the first day of classes in an unopened condition, you will be fully credited the cost of the books, less shipping fees. Books returned after the fourteen (14) calendar day period or returned in an opened or used condition will be credited back to your account as used books, pursuant to the book vendor's used book buy-back policy. If you fail to return the equipment in good condition, allowing for reasonable wear and tear, within the fourteen (14) calendar day period, the University may offset against the refund the documented cost to the University of that equipment. You shall be liable for the amount, if any, by which the documented cost for equipment exceeds the prorated refund amount.

Determination of the Withdrawal Date

The student's withdrawal date is the last date of academic attendance as determined by the institution from its attendance records. Since the institutional leave of absence is not considered an official leave of absence for Title IV purposes, the withdrawal date for a student who takes an institutional leave of absence is the last date of attendance prior to the leave.

Refund for Dropped Courses

Students that drop a course(s) during the published Add/Drop period of a term, but remain enrolled in the University, will be refunded 100 percent of the amount paid for institutional charges relating to the course(s) dropped with a deduction for equipment not returned in new, unopened condition within fourteen (14) calendar days of dropping the associated course. Refunds due will be processed within 30 days of the schedule change at the Florida campus, and 45 days of the schedule change at the California and Texas campuses. Tuition adjustments will not be made for courses dropped after the first week of the term.

Students that drop a course(s) beyond the Add/Drop period each term, but remain enrolled in the University, will only be charged for those courses attempted beyond the Add/Drop period.

Re-entry students, those returning from leave of absence or continuing students that do not remain enrolled and whose last date of attendance is within the Add/Drop period will be responsible for tuition charges through the end date of the previous term. Please note: Supplies become student purchases once issued to the student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For Title IV purposes, West Coast University is required to process the return of federal financial aid funds based on the students last date of attendance, regardless of whether they withdraw during the add/drop period or not. Please refer to the Tuition Refund Policy for more details.

RETURN OF TITLE IV FUNDS POLICY (EFFECTIVE 7/1/21)

Return of Federal Title IV Financial Aid

A federal financial aid (Title IV) recipient who withdraws from the University is subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate

federal financial aid program(s). Federal Title IV financial aid programs subject to an R2T4 calculation at West Coast University include: Federal Pell Grants, Federal SEOG, Federal Iraq & Afghanistan Service Grants, Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans, and Federal PLUS Loans.

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student, or on behalf of the student in the case of a parent PLUS Loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. An R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the entire payment period and all funds awarded for that period have been disbursed. Note that the payment period for all on-ground undergraduate programs is the twenty-week semester; the payment period for Pharm D and all fully-online programs is the sixteen-week trimester; the payment period for all other on-ground, graduate programs is the fifteen-week trimester.

For all programs *except* Occupational Therapy and Physical Therapy, a student is not considered withdrawn from the payment period if they have successfully completed any of the following.

- One module or a combination of modules that include 49 percent or more of the number of days in the semester/trimester, excluding scheduled breaks of five or more consecutive days and all days between modules. Successful completion means earning a passing grade in a credit bearing course or courses that include 49 percent or more of the number of days in the semester/trimester.
- Coursework within the semester/trimester equal to or greater than the coursework required for half-time enrollment.Successful completion means earning a passing grade in a credit bearing course or courses that equal at least six credits for undergraduate programs or at least three credits for graduate programs.
- All requirements for graduation before completing the days in the semester/trimester scheduled to complete.

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of aid earned and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last documented date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

<u>Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)</u>

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS Loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Supplemental Educational Opportunity Grant (FSEOG)

The University does not include as a post-withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following:

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Disbursements of Federal Pell Grant and Iraq Afghanistan Service Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Department of Education.
- Federal Pell Grant and Iraq Afghanistan Service Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.

Inadvertent Overpayments

An inadvertent overpayment occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed. Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days for the California and Texas campuses, and 30 days for the Florida campus from the University's date of determination that the student withdrew. Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal. For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required. If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS Loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal.

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4.

Payment Periods

Generally, payment periods are defined as follows:

- On-ground, undergraduate programs: the payment period is the twenty-week semester
- On-line programs: the payment period is the 16 week trimester
- On-ground, graduate Occupational Therapy & Physical Therapy programs: the payment period is the 15 week trimester
- On-ground, graduate Pharmacy program: the payment period is the 16 week semester.
- Hybrid MPA (CGS), on-ground MPA (Texas) and online MSLP: the payment period is the 15 week trimester

Note: When the University disburses different types of aid using different payment periods, e.g., one payment period for disbursing grant funds and another payment period for disbursing DL, only one payment period is used in determining earned funds. The payment period ending later is used for the R2T4 calculation.

Percentage of Federal Financial Aid Earned

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student during the payment period. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdrawal date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Financial Aid Earned Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days in the payment period}}$$

Number of Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the start date of the payment period to the student's last date of attendance. Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
- Holidays
- Inclement weather
- Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days

Total Number of Calendar Days in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period. Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the start date of the payment period to the end date of the payment period:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures

Calculation Examples

The following examples illustrate the calculations outlined above. The figures provided are examples only; actual amounts may vary for each student/program.

BSN Example - illustrative purposes only.

Payment Period is 6/14/21 to 10/31/21. Last documented date of attendance was 7/28/21. Scheduled breaks of 5 days or more: none

Number of calendar days completed in the payment period = 45

Total number of calendar days in the payment period = 140

Percentage of the payment period completed = 32.1%

Online RN-MSN Example - illustrative purposes only.

Payment Period is 5/9/16 to 8/28/16. Last documented date of attendance was 5/17/16. Scheduled breaks of 5 days or more: 8/30/21 to 9/6/21

Number of scheduled hours completed in the payment period = 27

Total number of scheduled hours in the payment period = 112

Percentage of the payment period completed = 24.1%

MSOT Example - illustrative purposes only.

Payment Period is 5/10/21 to 8/22/21. Last documented date of attendance was 7/15/21. Scheduled breaks of 5 days or more: none

Number of calendar days completed in the payment period = 67

Total number of calendar days in the payment period = 105

Percentage of the payment period completed = 63.8%

Title IV Credit Balance and the Return Calculation

A Title IV credit balance created during the after the last date of attendance is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released. In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal. Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- in accordance with regulations to pay authorized charges at the University (including previously paid charges that are now unpaid due to a return of Title IV funds by the University)
- in accordance with instructions provided by the student (and parent for a PLUS loan) on the mostly recently submitted 'Authorization to Retain Funds Form' or other written instructions to reduce the student's loan debt (not limited to loan debt for the period of withdrawal). In the absence of a signed 'Authorization to Retain Funds Form' or other written instructions, the University pays the credit balance to the student (or parent for a PLUS loan).
- If the University is unable to locate the student (or parent) when attempting to pay a credit balance to the student (or parent), it returns the funds to federal financial aid programs.

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds that are "unearned" and therefore required to be returned to the funding source. When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period, multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition and required fees, as well as books and supplies purchased through the University for the payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition and fees, as well as books and supplies purchased through the University for each course in the payment period, and estimates remaining charges based on the students' program. If after the student withdraws, the University changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes do not impact the charges or aid earned in the calculation. The University returns federal financial aid funds to programs in the following order up to the net amount disbursed from each:

- Unsubsidized Federal Direct Unsubsidized Loan
- Subsidized Federal Direct Subsidized Loan
- Federal Direct PLUS Loan
- Federal Pell Grants
- Iraq & Afghanistan Service Grant (IASG)
- FSEOG

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned. The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. The University may round final repayment amounts for which the University and student are responsible to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn.

Deceased Student

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS Loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Department of

Education. Under exceptional circumstances and on a case-by-case basis, the Department of Education may approve a discharge based upon other reliable documentation supporting the discharge request.

RETURN OF MILITARY EDUCATION BENEFITS

Return of Military Education Benefits

The University complies with all refund requirements established by the Department of Veterans Affairs and the Department of Defense for students who withdraw prior to completion of a term or payment period for which military education benefits have been received:

Veterans Benefits

School Certifying Officials will notify the Department of Veterans Affairs within 30 days of the change in enrollment status along with the corresponding change in tuition, fees, and Yellow Ribbon, and a characterization of either "non-punitive grades assigned" or "punitive grades assigned". The DVA will determine if a debt is owed either by the school or the student, based on the timing of the withdrawal. Generally, a debt belongs to the student if s/he begins a course. The school is responsible for the debt if the student reduced or withdrew from school on or before the first day of the term. The student and/or the school will be notified of the debt by the DVA.

Tuition Assistance for Active Duty Military

Tuition Assistance is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with Department of Defense policies, WCU will return any unearned TA funds on a prorated basis through at least the 60% portion of the period (term) for which the funds were provided. Funds are paid by term as invoiced by the campus.

- Ground Undergrad Programs - 10 week terms
- Online Programs - 8 week terms
- CGS OT & PT - 15 week termsTA funds are earned proportionally during the term (not semester/trimester), with unearned funds returned based upon when a student stops attending. Theses funds are returned to the military service branch according to the following schedule.

Note: References to a "week" below refer to 7 consecutive calendar days.

8 Week Term (60% Complete During Week 5)

- 100% of TA received will be returned if the student stops attending before the add/drop period (week 2).
- 75% of TA received will be returned if the student stops attending during week three.
- 50% of TA received will be returned if the student stops attending during week four.
- 40% of TA received will be returned if the student stops attending during week five.
- No TA received will be returned if the student withdraws after the fifth week of classes. 10 Week Term 60% Complete During Week 6)

- 100% of TA received will be returned if the student stops attending before the add/drop period (week 2)

- 75% of TA received will be returned if the student stops attending during week three.
- 50% of TA received will be returned if the student stops attending during weeks four or five.
- 40% of TA received will be returned if the student stops attending during week six. (60% of course is completed)
- No TA received will be returned if the student withdraws after week six of classes. 15 Week Term (60% Complete During Week 9)

- 100% of TA received will be returned if the student stops attending before the add/drop period (week 2)
- 75% of TA received will be returned if the student stops attending during weeks three and four.
- 50% of TA received will be returned if the student stops attending during weeks five through eight.
- 40% of TA received will be returned if the student stops attending during week nine. (60% of course is completed)
- No TA received will be returned if the student withdraws after week nine of classes.

16 Week Term (60% Complete During Week Ten)

- 100% of TA received will be returned if the student stops attending before the add/drop period (week 2)
- 75% of TA received will be returned if the student stops attending during week three and four.
- 50% of TA received will be returned if the student stops attending during weeks five through nine.
- 40% of TA received will be returned if the student stops attending during week ten.
- No TA received will be returned if the student withdraws after week ten of classes. Students requiring a military leave must submit their request in writing/email to the University's Registrar or Student Services Office, and include a copy of their military orders. Students requesting a military leave in the middle of an academic term will be removed and unregistered from the course(s). The University will perform the required calculations for the Return to Title IV, and the remaining charges for the term will be reversed from the students account. Upon return to the University, the student will resume their academic program and will not be required to retake any previously passed courses.

Students who do not submit a request in writing/email and are absent more than 14 consecutive calendar days will be withdrawn from the University.

While deployed, students may be eligible for a military deferment on their federal student loans. However, the deferment is not automatic and a student must apply by contacting their lender(s).

FEDERAL REFUND REQUIREMENTS VS. STATE REFUND REQUIREMENTS

In addition to the Return of Title IV requirements for federal financial aid recipients, the institution is required by the State to calculate a prorated refund for all students who have completed less than 60% of their period of attendance, regardless of whether or not the student received Title IV funds. However, the federal formula for Return of Title IV funds may result in a larger refund than the State refund policy. In that case, the institution and/or the student must return the sum resulting in the larger of the two calculations to the appropriate Title IV program. Therefore, the student may, after Title IV funds are returned, owe a balance to the institution.

Additionally, a student in a program offered in modules may be considered withdrawn from a program for institutional (state) refund purposes, but not subject to the Return of Title IV

requirements for financial aid recipients. Therefore, the institution may process a prorated refund of institutional charges while retaining 100% of eligible federal financial aid funds.

TUITION AND FEES

California Undergraduate Programs

The purpose of the Cost of Attendance (COA) /is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Bachelor of Science in Dental Hygiene

Enrolling prior to 4/1/24

Tuition and Fees:

	Bachelor of Science (Prior to Fall I 2024)	Bachelor of Science (Starting Fall I 2025)
Total Program Credits	124	124
Program Length *(full time)*	7 semesters	7 semesters
Full-Time Status *(12 to 18 credits)*	$18,158	$18,158
3/4-Time Status *(9 to 11 credits)*	$15,167	$15,167
1/2-Time Status *(6 to 8 credits)*	$11,783	$11,783
Less than 1/2-Time Status(*per credit if under 6 credits)*	$1,995	$1,995
Total Tuition Costs *(Full-Time)*	$127,106	$127,106
Registration Fee *(refundable)*	$75	$75
STRF Fee[1] *(non-refundable)*	$355	$355
Estimated Total Book Costs[2]	$6,705	$6,556
Estimated Total Book Shipping Cost[2]	$671	$656
Estimate for Uniform Fees[2]	$250	$250
Estimate for Supplies & Licensure Prep. Fees[2]	$5,700	$5,700

Technology Fee[3] *($100 per semester)*	$700	$700
General Education Resource Fee[4]	$500	$500
Estimated Total Program Costs	$142,062	$141,898

Enrolling after 4/1/24

	Bachelor of Science(Prior to Fall I 2024)	Bachelor of Science(Starting Fall I 2024)
Total Program Credits	124	124
Program Length*(full time)*	7 semesters	7 semesters
Full-Time Status *(12 to 18 credits)*	$18,158	$18,158
3/4-Time Status*(9 to 11 credits)*	$15,167	$15,167
1/2-Time Status*(6 to 8 credits)*	$11,783	$11,783
Less than 1/2-Time Status(*per credit if under 6 credits)*	$1,995	$1,995
Total Tuition Costs*(Full-Time)*	$127,106	$127,106
Registration Fee*(refundable)*	$75	$75
STRF Fee[1]*(non-refundable)*	$0	$0
Estimated Total Book Costs[2]	$6,705	$6,556
Estimated Total Book Shipping Cost[2]	$671	$656
Estimate for Uniform Fees[2]	$250	$250
Estimate for Supplies &Licensure Prep. Fees[2]	$5,700	$5,700
Technology Fee[3]*($100 per semester)*	$700	$700
General Education Resource Fee[4]	$500	$500
Estimated Total Program Costs	$141,707	$141,543

Indirect Costs:

10 Month Academic Year

	Prior to Fall 1 2025		Starting Fall I 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Food & Housing	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,200	$2,200
Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

[1] 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 institutional charges.

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*

4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

Dental Hygiene supplies are issued in DHYG 302 - Introduction to Dental Hygiene Practice with Lab. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Students in the Dental Hygiene program should refer to the Grading Requirements and Reentry Following Dismissal Policy for their program for course audits.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost ($127,106) divided by the Total Program Credits (124) = Cost per Credit Hour ($1025).

Bachelor of Science in Nursing

Tuition and Fees:

Los Angeles, Orange County and Ontario Campuses

Degree Type	Bachelor of Science (Starting Fall I 2024)	Bachelor of Science(Starting Fall II 2024)	Bachelor of Science Program Start Date prior to Fall 2 2024 (Effective Spring 2 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Spring 2 2025)	Bachelor of Science Program Start Date prior to Fall 2 2024 (Effective Fall 1 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Fall 1 2025)
Total Program Credits	120	120	120	120	120	120
Program Length(Full-Time)	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters
Full-Time Status*(12 to 18 credits)*	$18,250	$15,000	$18,250	$15,000	$18,980	$15,600
3/4-Time Status*(9 to 11 credits)*	$15,212	$12,450	$15,212	$12,450	$15,820	$12,950
1/2-Time Status*(6 to 8 credits)*	$11,810	$9,750	$11,810	$9,750	$12,282	$10,140
Less than 1/2-Time Status*(under 6 credits) (per credit)*	$2,026	$1,665	$2,026	$1,665	$2,107	$1,732

Total Tuition Costs*(Full-Time)*	$146,000	$120,000	$146,000	$120,000	$151,840	$124,800
Registration Fee*(refundable)*	$75	$75	$75	$75	$75	$75
STRF Fee[1]*(non-refundable)*	$0	$0	$0	$0	$0	$0
Estimated Total Book Costs[2]	$5,262	$5,262	$4,214	$4,214	$4,006	$4,006
Estimated Total Book Shipping Cost[2]	$526	$526	$421	$421	$401	$401
Estimate for Uniforms Fees[2]	$250	$250	$250	$250	$250	$250
Estimate for Supplies &Licensure Preparation Fees[2]	$2,345	$2,345	$4,200	$4,200	$4,200	$4,200
Technology Fee[3]*($100 per semester)*	$800	$800	$800	$800	$800	$800
General Education Resource Fee[4]	$500	$500	$500	$500	$500	$500
Core Nursing Fee[5]		$26,000		$26,000		$27,040
Estimated Total Program Costs	$155,758	$155,758	$156,460	$156,460	$162,072	$162,072

Indirect Costs:

10 Month Academic Year[6]

	Prior to Fall 1 2025		Starting Fall I 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,200	$2,200
Miscellaneous Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

[1] *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 institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the*

institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in December 2024 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

BSN | Supplies issued in NURS 101L Fundamentals of Nursing Skills Lab.

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[5] The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 5 Core Nursing Semesters multiplied by $5,200 per Core Nursing Semester

[6] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown

above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost (Prior to Fall 1 2025) ($146,000) divided by the Total Program Credits (120) = Cost Per Credit Hour ($1,216.67).

Total Tuition Cost (Prior to Fall 1 2025) ($120,000) divided by the Total Program Credits (120) = Cost Per Credit Hour ($1,000.00).

Total Tuition Cost (Starting Fall I 2025) ($151,840) divided by the Total Program Credits (120) = Cost Per Credit Hour ($1,265.33).

Total Tuition Cost (Starting Fall I 2025) ($124,800) divided by the Total Program Credits (120) = Cost Per Credit Hour ($1,040.00).

LVN to Bachelor of Science in Nursing

Los Angeles, Orange County and Ontario Campuses

Degree Type	Bachelor of Science (Starting Fall I 2024)	Bachelor of Science(Starting Fall II 2024)	Bachelor of Science Program Start Date prior to Fall 2 2024 (Effective Spring 2 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Spring 2 2025)	Bachelor of Science Program Start Date prior to Fall 2 2024 (Effective Fall 1 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Fall 1 2025)
Total Program Credits	120[1]	120[1]	120[1]	120[1]	120[1]	120[1]
Program Length (Full-Time)	7 semesters	7 semesters	7 semesters	7 semesters	7 semesters	7 semesters
Full-Time Status*(12 to 18 credits)*	$18,250	$15,000	$18,250	$15,000	$18,980	$15,600
3/4-Time Status*(9 to 11 credits)*	$15,212	$12,450	$15,212	$12,450	$15,820	$12,950

1/2-Time Status*(6 to 8 credits)*	$11,810	$9,750	$11,810	$9,750	$12,282	$10,140
Less than 1/2-Time Status[1] *(under 6 credits) (per credit)*	$2,026	$1,665	$2,026	$1,665	$2,107	$1,732
Total Tuition Costs*(Full-Time)*	$127,750	$105,000	$127,750	$105,000	$132,860	$109,200
Registration Fee*(refundable)*	$75	$75	$75	$75	$75	$75
STRF Fee[2] *(non-refundable)*	$0	$0	$0	$0	$0	$0
Estimated Total Book Costs[3]	$5,078	$5,078	$4,214	$4,214	$4,006	$4,006
Estimated Total Book Shipping Cost[3]	$508	$508	$421	$421	$401	$401
Estimate for Uniforms Fees[3]	$250	$250	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[3]	$2,345	$2,345	$4,200	$4,200	$4,200	$4,200
Technology Fee[4] *($100 per semester)*	$700	$700	$700	$700	$700	$700
General Education Resource Fee[5]	$500	$500	$500	$500	$500	$500
Core Nursing		$22,750		$22,750		$23,660

Fee[6]						
Estimated Total Program Costs	$137,206	$137,206	$138,110	$138,110	$142,992	$142,992

Indirect Costs

10 Month Academic Year[7]

	Prior to Fall 1 2025		Starting Fall I 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,200	$2,200
Miscellaneous Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

[1] *Includes 9 transfer credits for LVN license.*

[2] *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 institutional charges.*

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

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

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

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

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

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

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

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

[3] *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in December 2024 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

LVN to BSN | Supplies issued in NURS 210L RN Skills Laboratory.

[4] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[5] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[6] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 5 Core Nursing Semesters multiplied by $5,687.50 per Core Nursing Semester.*

[7] *The Purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect*

costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.[1] Students enrolled less than 1/2-Time are billed by the credit hour.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost (Prior to Fall 1 2025) ($127,750) divided by the Total Program Credits (120) = Cost per Credit Hour ($1,064.58).

Total Tuition Cost (Prior to Fall 1 2025) ($105,000) divided by the Total Program Credits (120) = Cost per Credit Hour ($875).

Total Tuition Cost (Starting Fall I 2025) ($132,860) divided by the Total Program Credits (120) = Cost Per Credit Hour ($1,107.17).

Total Tuition Cost (Starting Fall I 2025) ($109,200) divided by the Total Program Credits (120) = Cost Per Credit Hour ($910).

California Graduate Programs

The purpose of the Cost of Attendance (COA) /is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Science in Clinical Mental Health Counseling

Degree Type	Master of Science	
Total Program Credits	60	
Program Length*(full time)*	6 trimesters	
	Enrolling prior to April 1, 2024	Enrolling after April 1, 2024
Tuition Cost *(per credit)*	$650	$650
Total Tuition Cost	$39,000	$39,000
STRF[1]	$105	$0

Technology Fee[2]	$3,000	$3,000
Estimate for Program Supply Fees[3]	$450	$450
Estimated Total Program Costs (Texas/Miami)	$42,450	$42,450
Estimated Total Program Costs (California)	$42,555	$42,450

Indirect Costs

10 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,980	$9,920	$3,120	$10,410
Transportation	$2,060	$2,060	$2,160	$2,160
Miscellaneous Personal Expenses	$6,740	$6,740	$7,070	$7,070
Total	$12,000	$18,940	$12,570	$19,860

[1] *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 institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*

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

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

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

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

[2] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[3] *Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical activities and onsite intensives.*

[4] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Master of Science in Occupational Therapy

Tuition and Fees

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling After April 1, 2024)
Total Program Credits	96	96
Program Length *(Full-time)*	6 trimesters	6 trimesters
Tuition Cost *(per credit)*	$919	$919

Total Tuition Cost	$88,224	$88,224
Application Fee *(non-refundable)*	$0	$0
STRF Fee[1] *(non-refundable)*	$232.50	$0
EstimatedTotal Book Costs[3]	$3,611	$3,612
Estimated Total Book Shipping Cost[2]	$361	$361
Estimate for Uniforms Fees[2]	$75	$75
Estimate for Supplies & Licensure Preparation Fees[2]	$70	$70
Technology Fee[3]*($150 per trimester)*	$900	$900
Estimated Total Program Costs	$93,473.50	$93,242

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$220	$220	$220	$220
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Professional License, Certificate, or First Professional Credential	$270	$270	$270	$270
Living Expenses (Food & Housing)	$3,552	$11,840	$3,728	$12,432
Transportation	$2,456	$2,456	$2,584	$2,584
Personal Expenses	$8,048	$8,048	$8,448	$8,448
Total	$15,546	$23,834	$16,250	$24,954

[1] *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 institutional charges.*

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

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

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

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

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

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

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

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

[2] *The Estimate for Book, Program Attire, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

Fees do not include indirect costs, which may include but are not limited to background checks, health screenings/requirements for clinical, out of state fieldwork placements, and/or transportation.

Refer to the Program Fee Schedule for a breakdown of expected indirect costs.

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

Note 3: Applicants are conditionally accepted to the Master of Science in Occupational Therapy program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

Master of Physician Assistant (MPA) - CA

Tuition and Fees

Degree Type	Master of Physician Assistant
Total Program Credits	108
Program Length *(Full-time)*	6 trimesters
Tuition Cost *(per credit)*	$1,019
Total Tuition Cost	$110,052
Program Fee *($1,500 per trimester)*[1]	$9,000
Technology Fee *($300 per trimester)*[2]	$1,800
Estimate for Materials & Supplies[3]	$1,270
Estimate for Uniform Fees[3]	$350
STRF Fee[4] *(non-refundable; CA residents only)*	$0

Application Fee *(non-refundable)*	$0
Total Program Costs *(non-CA residents)*	$122,472
Total Program Costs *(CA residents)*	$122,472

Indirect Costs

8 Month Academic Year[5]

	with parents	off campus
Federal Student Loan Fees	$220	$220
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000
Living Expenses (Food & Housing)	$3,728	$12,432
Transportation	$2,584	$2,584
Miscellaneous Personal Expenses	$8,448	$8,448
Total	$15,980	$24,684

8 Month Academic Year - MPA clinical rotation[5]

	with parents	off campus
Federal Student Loan Fees	$220	$220
Living Expenses (Food & Housing)	$3,728	$19,432
Transportation	$5,584	$5,584
Miscellaneous Personal Expenses	$8,448	$8,448
Total	$17,980	$33,684

[1] *Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to the PA clinical relations.*

[2] *Technology Fee includes eBooks and online course materials, 24/7 technical support, Office 365, learning management system, mobile app, and portal access.*

[3] *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

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

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

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

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

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

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

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

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estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

NOTE: Applicants are conditionally accepted to the Master of Physician Assistant program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

Occupational Therapy Doctorate

Tuition and Fees

Degree Type	Doctorate (Enrolling Prior to April 1, 2024)	Doctorate (Enrolling After April 1, 2024)
Total Program Credits	120	120
Program Length(Full-time)	8 trimesters	8 trimesters
Tuition Cost(per credit)	$919	$919
Total Tuition Cost	$110,280	$110,280
Application Fee *(non-refundable)*	$0	$0
STRF Fee[1] *(non-refundable)*	$287.50	$0
Estimated Total Book Costs[3]	$3,569	$3,570
Estimated Total Book Shipping Cost[2]	$357	$357
Estimate for Uniforms Fees[2]	$75	$75
Estimate for Supplies & Licensure Preparation Fees[2]	$70	$70
Technology Fee[3]*($150 per trimester)*	$800	$1,200
Estimated Total Program Costs	$115,438.50	$115,552

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$220	$220	$220	$220
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Professional License, Certificate, or First Professional Credential	$270	$270	$270	$270
Living Expenses (Food & Housing)	$3,552	$11,840	$3,728	$12,432
Transportation	$2,456	$2,456	$2,584	$2,584
Miscellaneous Personal Expenses	$8,048	$8,048	$8,448	$8,448
Total	$15,546	$23,834	$16,250	$24,954

[1] *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 institutional charges.*

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2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*

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

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Fees do not include indirect costs, which may include but are not limited to background checks, health screenings/requirements for clinical, out of state fieldwork placements, and/or transportation.

Refer to the Program Fee Schedule for a breakdown of expected indirect costs.

[3] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

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Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these course(s) will be included for the student's schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

Note 3: Applicants are conditionally accepted to the Occupational Therapy Doctorate program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student

cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

Doctor of Pharmacy - Accelerated Hybrid PharmD*

WARNING: Item Copy-of-Doctor-of-Pharmacy-Accelerated-Hybrid-PharmD could not be inserted

Doctor of Pharmacy - Onground*

Tuition and Fees

Degree Type	Doctorate (Prior to Fall 2025)	Doctorate (Effective Fall 2025)
Total Program Credits	144	144
Program Length (Full-time)	9 trimesters	9 trimesters
Tuition Cost (per credit)	$1,321	$1,387
Total Tuition Cost	$190,224	$199,728
Application Fee *(non-refundable)*	$75	$75
STRF Fee[1] *(non-refundable)*	$0	$0
Estimated Total Book Costs[2]	$2,853	$2,226
Estimated Total Book Shipping Cost[2]	$285	$223
Estimate for Uniforms Fees[2]	$0	$0
Estimate for Supplies & Licensure Preparation Fees[2]	$2,250	$2,250
Technology Fee[3] *($100 per trimester)*	$900	$900
Estimated Total Program Costs	$196,587	$205,402

Indirect Costs

8 Month Academic Year[4]

	with parents	off campus
Loan Fees	$220	$220
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000
Living Expenses (Food & Housing)	$3,728	$12,432
Transportation	$2,584	$2,584
Miscellaneous Personal Expenses	$8,448	$8,448
Total	$15,980	$24,684

[1]*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 institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*

6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. credits for these course(s) will be included for the student's schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

Note 3: Applicants are conditionally accepted to the Doctor of Pharmacy program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

Doctor of Physical Therapy

Tuition and Fees

Degree Type	Doctorate (Prior to Fall	Doctorate (Effective Fall

	2025)	2025)
Total Program Credits	133	133
Program Length (Full-time)	9 trimesters	9 trimesters
Tuition Cost (per credit)	$882	$909
Total Tuition Cost	$117,306	$120,897
Application Fee *(non-refundable)*	$0	$0
STRF Fee[1] *(non-refundable)*	$0	$0
EstimatedTotal Book Costs[2]	$3,806	$3,651
Estimated Total Book Shipping Cost[2]	$381	$365
Estimate for Uniforms Fees[2]	$300	$300
Estimate for Supplies & Licensure Preparation Fees[2]	$0	$0
Technology Fee[3] *($150 per trimester)*	$1,350	$1,350
Estimated Total Program Costs	$123,143	$126,563

Indirect Costs

8 Month Academic Year[4]

	with parents	off campus
Loan Fees	$220	$220
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000
Living Expenses (Food & Housing)	$3,728	$12,432
Transportation	$2,584	$2,584
Miscellaneous Personal Expenses	$8,448	$8,448
Total	$15,980	$24,684

[1]*Effective April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will be zero dollars and zer0 cents ($0.00) per one thousand dollars ($1,000) of institutional charges.*

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or

was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

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

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

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

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

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

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

[2] *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these course(s) will be included for the student's schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

Note 3: Applicants are conditionally accepted to the Doctor of Physical Therapy program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

Florida Undergraduate Programs

The purpose of the Cost of Attendance (COA) /is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Associate Degree in Nursing

Tuition and Fees

Degree Type	Associate Degree(Starting Fall I 2024)	Associate Degree(Starting Fall 2 2024)	Associate DegreeProgram Start Date Prior to Fall 2 2024 (Effective Spring 2 2025)	Associate DegreeProgram Start Date on and after Fall 2 2024 (Effective Spring 2 2025)	Associate Degree Program Start Date Prior to Fall 2 2024	Associate Degree Program Start Date on and after Fall 2 2024 (Effective

					(Effective Fall 1 2025)	Fall 1 2025)
Total Program Credits	67	67	67	67	67	67
Program Length(Full-Time)	4 semesters	4 semesters	4 semesters	4 semesters	4 semesters	4 semesters
General Education Courses *(per credit x 24 credits)*	$599		$599		$617	
Core Courses *(per credit x. 43 credits) (nursing)*	$799		$799		$823	
Tuition Cost Full-Time Status (12 to 18 credits)		$10,250		$10,250		$10,560
3/4 Time Status (9 to 11 credits)		$8,518		$8,518		$8,775
1/2 Time Status (6 to 8		$6,663		$6,663		$6,865

credits)						
Less than 1/2 Time Status (per credit if under 6 credits)		$1,010		$1,010		$1,040
Total Tuition Costs	$48,733	$41,000	$48,733	$41,000	$50,197	$42,240
Registration Fee *(refundable)*	$75	$75	$75	$75	$75	$75
Estimated Total Book Costs[1]	$3,663	$3,663	$2,794	$2,794	$1,934	$1,934
Estimated Total Book Shipping Cost[1]	$366	$366	$279	$279	$193	$193
Estimate for Uniforms Fee[1]	$250	$250	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[1]	$2,345	$2,345	$4,200	$4,200	$4,200	$4,200
Technology Fee[2]	$400	$400	$400	$400	$400	$400

($100 per semester)						
General Education Resource Fee[3]	$500	$500	$500	$500	$500	$500
Core Nursing Fee[4]		$7,650		$7,650		$7,880
Estimated Total Program Costs	$56,332	$56,249	$57,231	$57,148	$57,749	$57,672

Indirect Costs

10 Month Academic Year[5]

	Prior to Fall 1 2025		Starting Fall 1 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,220	$2,220
Miscellaneous Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

[1] *The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in December 2022 and are subject to change.*

[2] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[3] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[4] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 3 Core Nursing Semesters multiplied by $2,627 per Core Nursing Semester*

[5] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Bachelor of Science in Nursing

TUITION AND FEES

ACCELERATED*

Degree Type	Bachelor of Science(Starting Fall I 2024)	Bachelor of Science(Starting Fall 2 2024)	Bachelor of Science Program Start Date Prior to Fall 2 2024(Effective Spring 2 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024(Effective Spring 2 2025)	Bachelor of Science Program Start Date Prior to Fall 2 2024 (Effective Fall 1 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Fall 1 2025)

Total Program Credits	120	120	120	120	120	120
Program Length (Full-Time)	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters
General Education Courses *(per credit x 46 credits)*	$599		$599		$617	
Core Courses *(per credit x. 74 credits) (nursing & non-nursing[1])*	$799		$799		$823	
Tuition Cost Full-Time Status (12 to 18 credits)		$8,985		$8,985		$9,255
3/4 Time Status (9 to 11 credits)		$7,446		$7,446		$7,669
1/2 Time Status (6 to 8 credits)		$5,846		$5,846		$6,021

Less than 1/2 Time Status (per credit if under 6 credits)		$988		$988		$1,018
Total Tuition Costs	$86,680	$71,880	$86,680	$71,880	$89,284	$74,040
Registration Fee *(refundable)*	$75	$75	$75	$75	$75	$75
Estimated Total Book Costs[2]	$5,212	$5,212	$4,164	$4,164	$3,987	$3,987
Estimated Total Book Shipping Cost[2]	$521	$521	$416	$416	$399	$399
Estimate for Uniforms Fee[2]	$250	$250	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[2]	$2,345	$2,345	$4,200	$4,200	$4,200	$4,200
Technolog	$800	$800	$800	$800	$800	$800

y Fee[3] *($100 per semester)*						
General Education Resource Fee[4]	$500	$500	$500	$500	$500	$500
Core Nursing Fee[5]		$15,000		$15,000		$15,450
Estimated Total Program Costs	$96,383	$96,583	$97,085	$97,285	$99,495	$99,701

Indirect Costs

10 Month Academic Year[6]

	Prior to Fall 1 2025		Starting Fall 1 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,220	$2,220
Miscellaneous Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

[*] *Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] Non-nursing core includes PATH 370 and PHIL 434.

[2] *The Estimated Book, Uniform, and Supply costs reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[5] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 5 Core Nursing Semesters multiplied by $3,090 per Core Nursing Semester*

[6] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.[1]

Bachelor of Science in Nursing

TUITION AND FEES

WORKING PROFESSIONALS*

Degree Type	Bachelor of Science(Starting Fall I 2024)	Bachelor of Science(Starting Fall 2 2024)	Bachelor of ScienceProgram Start Date Prior to Fall 2 2024 (Effective Spring 2 2025)	Bachelor of ScienceProgram Start Date on and after Fall 2 2024 (Effective Spring 2 2025)	Bachelor of Science Program Start Date Prior to Fall 2 2024 (Effective Fall 1 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Fall 1 2025)
Total Program Credits	120	120	120	120	120	120
Program Length (Full-Time)	11 semesters	11 semesters	11 semesters	11 semesters	11 semesters	11 semesters
General Education Courses *(per credit x 46*	$599		$599		$617	

credits)						
Core Courses *(per credit x. 74 credits) (nursing & non-nursing[1])*	$799		$799		$823	
Tuition Cost Full-Time Status (12 to 18 credits)		$7,472		$7,472		$7,696
3/4 Time Status (9 to 11 credits)		$6,202		$6,202		$6,388
1/2 Time Status (6 to 8 credits)		$4,857		$4,857		$5,002
Less than 1/2 Time Status (per credit if under 6 credits)		$988		$988		$1,018
Total Tuition Costs	$86,680	$71,882	$86,680	$71,882	$89,284	$74,036
Registration Fee	$75	$75	$75	$75	$75	$75

(refundable)						
Estimated Total Book Costs[2]	$5,212	$5,212	$4,164	$4,164	$3,987	$3,987
Estimated Total Book Shipping Cost[2]	$521	$521	$416	$416	$399	$399
Estimate for Uniforms Fee[2]	$250	$250	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[2]	$2,345	$2,345	$4,200	$4,200	$4,200	$4,200
Technology Fee[3] *($100 per semester)*	$1,100	$1,100	$1,100	$1,100	$1,100	$1,100
General Education Resource Fee[4]	$500	$500	$500	$500	$500	$500
Core Nursing Fee[5]		$15,000		$15,000		$15,450
Estimated Total Program	96,683	$96,885	$97,385	$97,587	$99,795	$99,997

Costs

Indirect Costs

10 Month Academic Year[6]

	Prior to Fall 1 2025 I 2024		Starting Fall 1 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,220	$2,220
Miscellaneous Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

[*] *Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Non-nursing core includes PATH 370 and PHIL 434*

[2] *The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[5] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 6 Core Nursing Semesters multiplied by $2,575 per Core Nursing Semester.*

[6] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University*

estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.[1]Students enrolled less than 1/2-Time are billed by the credit hour.

Bachelor of Science in Nursing

TUITION AND FEES

EVENING AND WEEKEND*

Degree Type	Bachelor of Science(Starting Fall I 2024)	Bachelor of Science(Starting Fall 2 2024)	Bachelor of ScienceProgram Start Date Prior to Fall 2 2024 (Effective Spring 2 2025)	Bachelor of ScienceProgram Start Date on and after Fall 2 2024 (Effective Spring 2 2025)	Bachelor of Science Program Start Date Prior to Fall 2 2024 (Effective Fall 1 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Fall 1 2025)
Total Program Credits	120	120	120	120	120	120
Program Length (Full-Time)	9 semesters	9 semesters	9 semesters	9 semesters	9 semesters	9 semesters
General Education Courses	$599		$599		$617	

(per credit x 46 credits)						
Core Courses *(per credit x. 74 credits) (nursing & non-nursing[1])*	$799		$799		$823	
Tuition Cost Full-Time Status (12 to 18 credits)		$8,300		$8,300		$8,549
3/4 Time Status (9 to 11 credits)		$6,889		$6,889		$7,096
1/2 Time Status (6 to 8 credits)		$5,395		$5,395		$5,557
Less than 1/2 Time Status (per credit if under 6 credits)		$988		$988		$1,018
Total Tuition Costs	$86,680	$71,878	$86,680	$71,878	$89,284	$74,035

Registration Fee *(refundable)*	$75	$75	$75	$75	$75	$75
Estimated Total Book Costs[2]	$5,212	$5,212	$4,164	$4,164	$3,987	$3,987
Estimated Total Book Shipping Cost[2]	$521	$521	$416	$416	$399	$399
Estimate for Uniforms Fee[2]	$250	$250	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[2]	$2,345	$2,345	$4,200	$4,200	$4,200	$4,200
Technology Fee[3] *($100 per semester)*	$900	$900	$900	$900	$900	$900
General Education Resource Fee[4]	$500	$500	$500	$500	$500	$500
Core Nursing Fee[5]		$15,000		$15,000		$15,450
Estimated	$96,483	$96,681	$97,185	$97,383	$99,595	$99,796

Total
Program
Costs

Indirect Costs

10 Month Academic Year[6]

	Prior to Fall 1 2025		Starting Fall 1 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,220	$2,220
Miscellaneous Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

Which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

[1] *Non-nursing core includes PATH 370 and PHIL 434.*

[2] *The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[5] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 6 Core Nursing Semesters multiplied by $2,575 per Core Nursing Semester*

[6] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University*

estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.[1]

LPN to Bachelor of Science in Nursing

Tuition and Fees

ACCELERATED*

Degree Type	Bachelor of Science(Starting Fall I 2024)	Bachelor of Science(Starting Fall 2 2024)	Bachelor of ScienceProgram Start Date Prior to Fall 2 2024 (Effective Spring 2 2025)	Bachelor of ScienceProgram Start Date on and after Fall 2 2024 (Effective Spring 2 2025)	Bachelor of Science Program Start Date Prior to Fall 2 2024 (Effective Fall 1 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Fall 1 2025)
Total Program Credits[1]	120	120	120	120	120	120
Program Length(Full-Time)	7 semesters	7 semesters	7 semesters	7 semesters	7 semesters	7 semesters
General Education Courses*(p*	$599		$599		$617	

er credit x 46 credits)						
Core Courses*(per credit x. 65 credits) (nursing & non-nursing[2])*	$799		$799		$823	
Tuition Cost Full-Time Status (12 to 18 credits)		$9,213		$9,213		$9,490
3/4 Time Status (9 to 11 credits)		$7,647		$7,647		$7,876
1/2 Time Status (6 to 8 credits)		$5,988		$5,988		$6,168
Less than 1/2 Time Status (per credit if under 6 credits)		$887		$887		$914
Total Tuition Costs	$79,489	$64,491	$79,489	$64,491	$81,877	$66,430
Registratio	$75	$75	$75	$75	$75	$75

n Fee *(refundable)*						
Estimated Total Book Costs[3]	$5,028	$5,028	$4,164	$4,164	$3,987	$3,987
Estimated Total Book Shipping Cost[3]	$503	$503	$416	$416	$399	$399
Estimate for Uniforms Fee[3]	$250	$250	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[3]	$2,345	$2,345	$4,200	$4,200	$4,200	$4,200
Technology Fee[4] *($100 per semester)*	$700	$700	$700	$700	$700	$700
General Education Resource Fee[5]	$500	$500	$500	$500	$500	$500
Core Nursing Fee[6]		$15,000		$15,000		$15,450
Estimated Total	$88,890	$88,892	$89,794	$89,796	$91,988	$91,991

Program
Costs

Indirect Costs

10 Month Academic Year[7]

	Prior to Fall 1 2025		Starting Fall 1 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,220	$2,220
Miscellaneous Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

* *Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 9 transfer credits for LPN license.*

[2] *Non-nursing core includes PATH 370 and PHIL 434*

[3] *The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[4] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[5] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[6] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 4 Core Nursing Semesters multiplied by $3,862.50 per Core Nursing Semester*

[7] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct*

costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.[1]

LPN to Bachelor of Science in Nursing

Tuition and Fees[1]

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science(Starting Fall I 2024)	Bachelor of Science(Starting Fall 2 2024)	Bachelor of ScienceProgram Start Date Prior to Fall 2 2024 (Effective Spring 2 2025)	Bachelor of ScienceProgram Start Date on and after Fall 2 2024 (Effective Spring 2 2025)	Bachelor of Science Program Start Date Prior to Fall 2 2024 (Effective Fall 1 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Fall 1 2025)
Total Program Credits[1]	120	120	120	120	120	120
Program Length (Full-Time)	10 semesters	10 semesters	10 semesters	10 semesters	10 semesters	10 semesters
General Education	$599		$599		$617	

Courses *(per credit x 46 credits)*						
Core Courses *(per credit x. 65 credits) (nursing & non-nursing[2])*	$799		$799		$823	
Tuition Cost Full-Time Status (12 to 18 credits)		$7,337		$7,337		$7,557
3/4 Time Status (9 to 11 credits)		$6,090		$6,090		$6,273
1/2 Time Status (6 to 8 credits)		$4,769		$4,769		$4,912
Less than 1/2 Time Status (per credit if under 6 credits)		$887		$887		$914
Total Tuition	$79,489	$64,490	$79,489	$64,490	$81,877	$66,428

Costs						
Registration Fee *(refundable)*	$75	$75	$75	$75	$75	$75
Estimated Total Book Costs[3]	$5,028	$5,028	$4,164	$4,164	$3,987	$3,987
Estimated Total Book Shipping Cost[3]	$503	$503	$416	$416	$399	$399
Estimate for Uniforms Fee[3]	$250	$250	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[3]	$2,345	$2,345	$4,200	$4,200	$4,200	$4,200
Technology Fee[4] *($100 per semester)*	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000
General Education Resource Fee[5]	$500	$500	$500	$500	$500	$500
Core Nursing Fee[6]		$15,000		$15,000		$15,450

Estimated Total Program Costs	$89,190	$89,191	$90,094	$90,095	$92,288	$92,288

Indirect Costs

10 Month Academic Year[7]

	Prior to Fall 1 2025		Starting Fall 1 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,220	$2,220
Miscellaneous Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

[*] *Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 9 transfer credits for LPN license.*

[2] *Non-nursing core includes PATH 370 and PHIL 434.*

[3] *The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[4] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[5] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[6] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site*

visits, on-going management, and other expenses related to clinical activities. 5 Core Nursing Semesters multiplied by $3,090 per Core Nursing Semester

[7] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.[1]

LPN to Bachelor of Science in Nursing

Tuition and Fees

EVENING AND WEEKEND*

Degree Type	Bachelor of Science(Starting Fall I 2024)	Bachelor of Science(Starting Fall 2 2024)	Bachelor of ScienceProgram Start Date Prior to Fall 2 2024 (Effective Spring 2 2025)	Bachelor of ScienceProgram Start Date on and after Fall 2 2024 (Effective Spring 2 2025)	Bachelor of Science Program Start Date Prior to Fall 2 2024 (Effective Fall 1 2025)	Bachelor of Science Program Start Date on and after Fall 2 2024 (Effective Fall 1 2025)
Total Program Credits[1]	120	120	120	120	120	120
Program Length (Full-Time)	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters

General Education Courses *(per credit x 46 credits)*	$599		$599		$617	
Core Courses *(per credit x. 65 credits) (nursing & non-nursing[2])*	$799		$799		$823	
Tuition Cost Full-Time Status (12 to 18 credits)		$8,419		$8,419		$8,672
3/4 Time Status (9 to 11 credits)		$6,988		$6,988		$7,198
1/2 Time Status (6 to 8 credits)		$5,472		$5,472		$5,636
Less than 1/2 Time Status (per credit if under 6 credits)		$887		$887		$914
Total	$79,489	$64,490	$79,489	$64,490	$81,877	$66,428

Tuition Costs						
Registration Fee *(refundable)*	$75	$75	$75	$75	$75	$75
Estimated Total Book Costs[3]	$5,028	$5,028	$4,164	$4,164	$3,987	$3,987
Estimated Total Book Shipping Cost[3]	$503	$503	$416	$416	$399	$399
Estimate for Uniforms Fee[3]	$250	$250	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[3]	$2,345	$2,345	$4,200	$4,200	$4,200	$4,200
Technology Fee[4] *($100 per semester)*	$800	$800	$800	$800	$800	$800
General Education Resource Fee[5]	$500	$500	$500	$500	$500	$500
Core Nursing Fee[6]		$15,000		$15,000		$15,450

Estimated Total Program Costs	$88,990	$88,991	$89,894	$89,895	$92,088	$92,089

Indirect Costs

10 Month Academic Year[7]

	Prior to Fall 1 2025		Starting Fall 1 2025	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$3,120	$10,410	$3,270	$10,910
Transportation	$2,160	$2,160	$2,220	$2,220
Miscellaneous Personal Expenses	$7,070	$7,070	$7,070	$7,070
Total	$13,450	$20,740	$13,660	$21,300

[*] *Upon enrollment, students select Accelerated, Working Professional or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 9 transfer credits for LPN license.*

[2] *Non-nursing core includes PATH 370 and PHIL 434.*

[3] *The Estimated Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[4] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[5] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[6] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 5 Core Nursing Semesters multiplied by $3,090 per Core Nursing Semester*

[7] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

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Note 2: Course Audits - If a course(s) is being audited. Credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing. Students enrolled less than 1/2-Time are billed by the credit hour.[1]

Texas Undergraduate Programs

Bachelor of Science in Nursing

TUITION AND FEES

ACCELERATED*

Degree Type	Bachelor of Science(Starting Fall I 2024)	Bachelor of Science(Starting Fall II 2024)	Bachelor of ScienceProgram Start Date Prior to Fall II 2024 (Effective Spring II 2025)	Bachelor of ScienceProgram Start Date On or After Fall 2 2024 (Effective Spring 2 2025)
Total Program Credits	120	120	120	120
Program Length	8 semesters	8 semesters	8 semesters	8 semesters
Full-Time Status *(12 to 18 credits)*	$12,930	$10,100	$12,930	$10,100
3/4-Time Status	$10,750	$8,397	$10,750	$8,397

(9 to 11 credits)				
1/2-Time Status *(6 to 8 credits)*	$8,405	$6,565	$8,405	$6,565
Less than 1/2-Time Status *(under 6 credits) (per credit)*	$1,425	$1,111	$1,425	$1,111
Total Tuition Cost *(Full-Time)*	$103,440	$80,800	$103,440	$80,800
Registration Fee *(refundable)*	$75	$75	$75	$75
Estimated Total Book Costs[1]	$5,333	$5,333	$4,285	$4,285
Estimated Total Book Shipping Cost[1]	$533	$533	$429	$429
Estimate for Uniforms Fee[1]	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[1]	$2,345	$2,345	$4,200	$4,200
Technology Fee[2] *($100 per semester)*	$800	$800	$800	$800
General Education Resource Fee[3]	$500	$500	$500	$500
Core Nursing Fee[4]		$22,640		$22,640

Estimated Total Program Costs	$113,276	$113,276	$113,979	$113,979

Indirect Costs

10 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$2,980	$9,920	$3,120	$10,410
Transportation	$2,060	$2,060	$2,160	$2,160
Miscellaneous Personal Expenses	$6,740	$6,740	$7,070	$7,070
Total	$12,880	$19.820	$13,450	$20,740

[*] *Upon enrollment, students select Accelerated or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course per term.*

[1] *The Estimated Book, Uniform and Supply fees reflect the Manufacturers Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[2] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and require electronic course materials/software.*

[3] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[4] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 5 Core Nursing Semesters multiplied by $4,528 per Core Nursing Semester.*

[5] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University*

estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost ($103,440 prior to Fall 2 2024 or $80,800 starting Fall 2 2024) divided by the Total Program Credits (120) = Cost per Credit Hour ($862 prior to Fall 2 2024 or $674 starting Fall 2 2024).

Bachelor of Science in Nursing

TUITION AND FEES

EVENING AND WEEKEND*

Recruitment of the Evening and Weekend pace of the Bachelor of Science in Nursing (BSN) degree program at the Texas campus has been postponed, and the program is not enrolling at this time. Students interested in enrolling into an active BSN degree program are encouraged to apply to WCU's Accelerated pace of BSN at WCU Texas.

Degree Type	Bachelor of Science(Starting to Fall I 2024)	Bachelor of Science(Starting Spring II 2025)
Total Program Credits	120	120
Program Length	9 semesters	9 semesters
Full-Time Status *(12 to 18 credits)*	$11,941	$11,941
3/4-Time Status *(9 to 11 credits)*	$9,928	$9,928
1/2-Time Status *(6 to 8 credits)*	$7,762	$7,762
Less than 1/2-Time Status *(under 6 credits) (per credit)*	$1,425	$1,425
Total Tuition Cost *(Full-Time)*	$103,443	$103,443
Registration Fee *(refundable)*	$75	$75
Estimated Total Book Costs[2]	$5,333	$4,285

Estimated Total Book Shipping Cost[2]	$533	$429
Estimate for Uniforms Fee[2]	$250	$250
Estimate for Supplies & Licensure Preparation Fees[2]	$2,345	$4,200
Technology Fee[3] *($100 per semester)*	$900	$900
General Education Resource Fee[4]	$500	$500
Estimated Total Program Costs	$113,379	$114,082

Indirect Costs

10 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$2,980	$9,920	$3,120	$10,410
Transportation	$2,060	$2,060	$2,160	$2,160
Miscellaneous Personal Expenses	$6,740	$6,740	$7,070	$7,070
Total	$12,880	$19.820	$13,450	$20,740

* *Upon enrollment, students select Accelerated or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course per term.*

[1] *The Evening & Weekend Schedule results in 7 semesters at full time, and 2 semesters at 3/4 time.*

[2] *The Estimated Book, Uniform and Supply fees reflect the Manufacturers Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[5] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost ($103,443) divided by the Total Program Credits (120) = Cost per Credit Hour ($862).

LVN to Bachelor of Science in Nursing

Tuition and Fees

ACCELERATED*

Degree Type	Bachelor of Science(Starting Fall I 2024)	Bachelor of Science(Starting Fall II 2024)	Bachelor of ScienceProgram Start Date Prior to Fall II 2024 (Effective Spring II 2025)	Bachelor of ScienceProgram Start Date On or After Fall II 2024 (Effective Spring II 2025)
Total Program Credits[1]	120	120	120	120
Program	7 semesters	7 semesters	7 semesters	7 semesters

Length				
Full-Time Status *(12 to 18 credits)*	$12,930	$10,100	$12,930	$10,100
3/4-Time Status *(9 to 11 credits)*	$10,750	$8,397	$10,750	$8,397
1/2-Time Status *(6 to 8 credits)*	$8,405	$6,565	$8,405	$6,565
Less than 1/2-Time Status *(under 6 credits) (per credit)*	$1,425	$1,111	$1,425	$1,111
Total Tuition Cost *(Full-Time)*	$90,510	$70,700	$90,510	$70,700
Registration Fee *(refundable)*	$75	$75	$75	$75
Estimated Total Book Costs[2]	$5,149	$5,149	$4,285	$4,285
Estimated Total Book Shipping Cost[2]	$515	$515	$429	$429
Estimate for Uniforms Fee[2]	$250	$250	$250	$250
Estimate for Supplies & Licensure Preparation Fees[2]	$2,345	$2,345	$4,200	$4,200
Technology Fee[2] *($100 per semester)*	$700	$700	$700	$700

General Education Resource Fee[4]	$500	$500	$500	$500
Core Nursing Fee[5]		$19,810		$19,810
Estimated Total Program Costs	$100,044	$100,044	$100,949	$100,949

Indirect Costs

10 Month Academic Year[6]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$2,980	$9,920	$3,120	$10,410
Transportation	$2,060	$2,060	$2,160	$2,160
Miscellaneous Personal Expenses	$6,740	$6,740	$7,070	$7,070
Total	$12,880	$19,820	$13,450	$20,740

[*] *Upon enrollment, students select Accelerated or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 9 transfer credits for LVN license.*

[2] *The Estimated Book, Uniform and Supply fees reflect the Manufacturers Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[3] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[4] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[5] *The Core Nursing Fee will be billed each semester in which Core Nursing courses are scheduled and covers costs associated with background checks and drug screenings; the operation of equipment for*

Simulation, Technology, including but not limited to the establishment, scheduling, coordination, site visits, on-going management, and other expenses related to clinical activities. 4 Core Nursing Semesters multiplied by $4,952.50 per Core Nursing Semester.

[6] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost ($90,510 prior to Fall 2 2024 or $70,700 starting Fall 2 2024) divided by the Total Program Credits (120) = Cost per Credit Hour ($754 prior to Fall 2 2024 or $589 starting Fall 2 2024).

LVN to Bachelor of Science in Nursing

Tuition and Fees

EVENING AND WEEKEND*

Recruitment of the Evening and Weekend pace of the LVN Bachelor of Science in Nursing (LVNBSN) degree program at the Texas campus has been postponed, and the program is not enrolling at this time. Students interested in enrolling into an active LVNBSN degree program are encouraged to apply to WCU's Accelerated pace of LVNBSN at WCU Texas.

Degree Type	Bachelor of Science(Starting to Fall I 2024)	Bachelor of Science(Starting Spring II 2025)
Total Program Credits	120[1]	120[1]
Program Length	8 semesters	8 semesters
Full-Time Status*(12 to 18 credits)*	$11,941	$11,941
3/4-Time Status *(9 to 11 credits)*	$9,928	$9,928
1/2-Time Status *(6 to 8 credits)*	$7,762	$7,762

Less than 1/2-Time Status *(under 6 credits) (per credit)*	$1,425	$1,425
Total Tuition Cost *(Full-Time)*	$91,502[2]	$91,502[2]
Registration Fee *(refundable)*	$75	$75
Estimated Total Book Costs[3]	$5,149	$4,285
Estimated Total Book Shipping Cost[3]	$515	$429
Estimate for Uniforms Fee[3]	$130	$250
Estimate for Supplies & Licensure Preparation Fees[3]	$2,345	$4,200
Technology Fee[4] *($100 per semester)*	$800	$800
General Education Resource Fee[5]	$500	$500
Estimated Total Program Costs	$101,136	$102,041

Indirect Costs

10 Month Academic Year[6]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Course Materials (Personal Electronic Device-1st year only)	$1,000	$1,000	$1,000	$1,000
Living Expenses (Food & Housing)	$2,980	$9,920	$3,120	$10,410
10,410	$2,060	$2,060	$2,160	$2,160
Miscellaneous Personal Expenses	$6,740	$6,740	$7,070	$7,070
Total	$12,880	$19,820	$13,450	$20,740

[*] *Upon enrollment, students select Accelerated or Evening and Weekend, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *1 Includes 9 transfer credits for LVN license.*

[2] *The Evening & Weekend Schedule results in 6 semesters at full time, and 2 semesters at 3/4 time.*

[3] *The Estimated Book, Uniform and Supply fees reflect the Manufacturers Suggested Retail Price totals compiled in January 2022 and are subject to change.*

[4] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[5] *The General Education Resource Fee includes costs associated with ATI Smart Prep materials. The General Education Resource Fee will be waived for Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Veterans, Veteran Spouse, Department of Defense employees, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees.*

[6] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these courses will be included for the student's schedule status for billing, based on the schedule statuses and amounts shown above. Pre-licensure Nursing students should refer to the program's Dismissal Policy for information surrounding course auditing.

Note 3: The Total Tuition Cost can be converted to Cost per Credit Hour by using the following calculation:

Total Tuition Cost ($91,502) divided by the Total Program Credits (120) = Cost per Credit Hour ($762.50).

Texas Graduate Programs

The purpose of the Cost of Attendance (COA) /is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Science in Clinical Mental Health Counseling

Tuition and Fees

Effective Spring I 2024

Degree Type	Master of Science
Total Program Credits	60
Program Length*(full time)*	6 trimesters
Total Tuition Cost	$39,000
Technology Fee[1]	$3,000
Estimate for Program Supply Fees[2]	$450
Estimated Total Program Costs (Texas/Miami)	$42,450

Indirect Costs

10 Month Academic Year[3]

	Prior to Fall 2024		Starting Fall 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,980	$9,920	$3,120	$10,410
Transportation	$2,060	$2,060	$2,160	$2,160
Miscellaneous Personal Expenses	$6,740	$6,740	$7,070	$7,070
Total	$12,000	$18,940	$12,570	$19,860

[1] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[2] *Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical activities and onsite intensives.*

[3] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Master of Physician Assistant

Tuition and Fees

Degree Type	Master of Physician Assistant(Prior to Fall 2024)	Master of Physician Assistant(Starting Fall 2024)
Total Program Credits	117	117
Program Length *(Full-time)*	6 trimesters	6 trimesters
Tuition Cost *(per credit)*	$658	$858
Total Tuition Cost	$76,986	$100,386

Application Fee *(non-refundable)*	$75	$75
Estimated Total Book Costs[1]	$2,679	$2,836
Estimated Total Book Shipping Cost[1]	$268	$284
Uniform Fee[1]	$200	$200
Estimated for Materials/Supplies[1]	$618.75	$1,000
Program Fee[2] (*$1,500 per trimester*)	$9,000	$9,000
Technology Fee[3] *($100 per trimester)*	$600	$600
Estimated Total Program Costs	$90,426.75	$114,381

Indirect Costs

8 Month Academic Year[4]

	with parents	off campus
Federal Student Loan Fees	$220	$220
Course Materials (Personal Electronic Device - 1st year only)	$2,350	$2,350
Professional License, Certificate, or First Professional Credential	$500	$500
Living Expenses (Food & Housing)	$3,728	$12,432
Transportation	$2,584	$2,584
Miscellaneous Personal Expenses	$8,448	$8,448
Total	$17,830	$26,534

8 Month Academic Year (MPA Clinical Rotations)

	with parents	off campus
Federal Student Loan Fees	$220	$220
Professional License, Certificate, or First Professional Credential	$500	$500
Living Expenses (Food & Housing)	$3,728	$19,432
Transportation	$5,584	$5,584
Miscellaneous Personal Expenses	$8,448	$8,448
Total	$18,480	$34,184

[1] *The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.*

[2] *Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to the PA clinical rotations.*

[3] *Technology Fee includes eBooks and online course materials, 24/7 technical support, Office 365, learning management system, mobile app, and portal access.*

[4] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

NOTE: Applicants are conditionally accepted to the Master of Physician Assistant program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

Student Financial Responsibility for Clinical Site Travel

Students are required to travel to clinical sites that may be outside of their immediate area or state and are responsible for their own housing, transportation (reliable), and food.

Distance Education Undergraduate Programs

The purpose of the Cost of Attendance (COA) /is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses

they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Bachelor of Science in Business Administration

Tuition and Fees

Prior to Spring I 2024

ACCELERATED*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length *(full time)*	10 trimesters		
	Non-Military Rate	**Veteran Rate**[1]	**Active Duty Rate**[2]
General Education Courses *(per credit x 69 credits)*	$460	$391	$250
Core Courses *(per credit x 51 credits)*	$460	$391	$250
Total Tuition Cost	$55,200	$46,920	$30,000
STRF[3]	$150	$130	$87.50
Technology Fee[4]	$5,000	$5,000	$5,000
Estimate for Program Supply Fees[5]	$50	$50	$50
Estimated Total Program Costs (Texas)	$60,250	$51,970	$35,050
Estimated Total Program Costs (California)	$60,400	$52,100	$35,137.50

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length *(full time)*	20 trimesters		
	Non-Military Rate	**Veteran Rate**[1]	**Active Duty Rate**[2]
General Education Courses *(per credit x 69*	$460	$391	$250

credits)			
Core Courses *(per credit x 51 credits)*	$460	$391	$250
Total Tuition Cost	$55,200	$46,920	$30,000
STRF[3]	$162.50	$142.50	$100.00
Technology Fee[4]	$10,000	$10,000	$10,000
Estimate for Program Supply Fees[5]	$50	$50	$50
Estimated Total Program Costs (Texas)	$65,250	$56,970	$40,050
Estimated Total Program Costs (California)	$65,412.50	$57,112.50	$40,150

Effective Spring I 2024

ACCELERATED*

Degree Type	Bachelor of Science
Total Program Credits	120
Program Length*(full time)*	10 trimesters
General Education Courses*(per credit x 69 credits)*	$460
Core Courses*(per credit x 51 credits)*	$460
Total Tuition Cost	$55,200
STRF[3]	$150
Technology Fee[4]	$5,000
Estimate for Program Supply Fees[5]	$50
Estimated Total Program Costs (Texas)	$60,250
Estimated Total Program Costs (California)	$60,400

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science
Total Program Credits	120

Program Length*(full time)*	20 trimesters
General Education Courses*(per credit x 69 credits)*	$460
Core Courses*(per credit x 51 credits)*	$460
Total Tuition Cost	$55,200
STRF[3]	$162.50
Technology Fee[4]	$10,000
Estimate for Program Supply Fees[5]	$50
Estimated Total Program Costs (Texas)	$65,250
Estimated Total Program Costs (California)	$65,412.50

Indirect Costs

8 Month Academic Year[6]

	with parents	off campus
Federal Student Loan Fees	$100	$100
Living Expenses (Food & Housing)	$2,384	$7,936
Transportation	$1,648	$1,648
Miscellaneous Personal Expenses	$5,392	$5,392
Total	$9,524	$15,076

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term*

[1] *Rate provided to Veterans, Veteran Spouse, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees. The military rate will no longer be offered after Fall II 2023.*

[2] *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Department of Defense employees. The military rate will no longer be offered after Fall II 2023.*

[3] *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges.*

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

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

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

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

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

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

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

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

[4] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[5] *Program supplies include WCU identification card and background check.*

[6] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Bachelor of Science in Business Administration - Health Administration and Leadership Track

Tuition and Fees

Prior to Spring I 2024

ACCELERATED*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length *(full time)*	10 trimesters		
	Non-Military Rate	**Veteran Rate**[1]	**Active Duty Rate**[2]
General Education Courses *(per credit x 69 credits)*	$460	$391	$250
Core Courses *(per credit x 51 credits)*	$460	$391	$250
Total Tuition Cost	$55,200	$46,920	$30,000
STRF[3]	$150	$130	$87.50
Technology Fee[4]	$5,000	$5,000	$5,000
Estimate for Program Supply Fees[5]	$50	$50	$50
Estimated Total Program Costs (Texas)	$60,250	$51,970	$35,050
Estimated Total Program Costs (California)	$60,400	$52,100	$35,137.50

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science		
Total Program Credits	120		
Program Length *(full time)*	20 trimesters		
	Non-Military Rate	**Veteran Rate**[1]	**Active Duty Rate**[2]

General Education Courses *(per credit x 69 credits)*	$460	$391	$250
Core Courses (*per credit x 51 credits)*	$460	$391	$250
Total Tuition Cost	$55,200	$46,920	$30,000
STRF[3]	$162.50	$142.50	$100
Technology Fee[4]	$10,000	$10,000	$10,000
Estimate for Program Supply Fees[5]	$50	$50	$50
Estimated Total Program Costs (Texas)	$65,250	$56,970	$40,050
Estimated Total Program Costs (California)	$65,412.50	$57,112.50	$40,150

Effective Spring I 2024

ACCELERATED*

Degree Type	Bachelor of Science
Total Program Credits	120
Program Length*(full time)*	10 trimesters
General Education Courses*(per credit x 69 credits)*	$460
Core Courses*(per credit x 51 credits)*	$460
Total Tuition Cost	$55,200
STRF[3]	$150
Technology Fee[4]	$5,000
Estimate for Program Supply Fees[5]	$50
Estimated Total Program Costs (Texas)	$60,250
Estimated Total Program Costs (California)	$60,400

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science

Total Program Credits	120
Program Length*(full time)*	20 trimesters
General Education Courses*(per credit x 69 credits)*	$460
Core Courses (*per credit x 51 credits)*	$460
Total Tuition Cost	$55,200
STRF[3]	$162.50
Technology Fee[4]	$10,000
Estimate for Program Supply Fees[5]	$50
Estimated Total Program Costs (Texas)	$65,250
Estimated Total Program Costs (California)	$65,412.50

Indirect Costs

8 Month Academic Year[6]

	with parents	off campus
Federal Student Loan Fees	$100	$100
Living Expenses (Food & Housing)	$2,384	$7,936
Transportation	$1,648	$1,648
Miscellaneous Personal Expenses	$5,392	$5,392
Total	$9,524	$15,076

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term*

[1] *Rate provided to Veterans, Veteran Spouse, dependents utilizing parent's veteran's education benefits, and Veterans Affairs employees. The military rate will no longer be offered after Fall II 2023.*

[2] *Rate provided to Active Duty, Active Duty Spouse, Reserve, Reserve Spouse, Department of Defense employees. The military rate will no longer be offered after Fall II 2023.*

[3] *Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate will be two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges.*

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the

obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

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

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

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

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

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

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

[4] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[5] *Program supplies include WCU identification card and background check.*

[6] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University*

estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Bachelor of Science in Health Administration

Tuition and Fees

ACCELERATED*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)
Total Program Credits	120	120
Program Length*(full time)*	10 trimesters	10 trimesters
General Education Courses*(per credit x 78 credits)*	$460	$460
Core Courses (*per credit x 42 credits)*	$460	$460
Total Tuition Cost	$55,200	$55,200
STRF[1]	$150	$0
Technology Fee[2]	$5,000	$5,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$60,250	$60,250
Estimated Total Program Costs (California)	$60,400	$60,250

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)
Total Program Credits	120	120
Program Length*(full time)*	20 trimesters	20 trimesters

General Education Courses*(per credit x 78 credits)*	$460	$460
Core Courses (*per credit x 42 credits)*	$460	$460
Total Tuition Cost	$55,200	$55,200
STRF[1]	$162.50	$0
Technology Fee[2]	$10,000	$10,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$65,250	$65,250
Estimated Total Program Costs (California)	$65,412.50	$65,250

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Living Expense (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,524	$15,076	$9,980	$15,812

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Effective April 1, 20244, the Student Tuition Recovery Fund (STRF) assessment rate will be zero dollars and zero cents ($0.00) per one thousand dollars ($1,000) of institutional charges.*

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student

enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

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they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Bachelor of Science in Health Administration - Finance Track

Tuition and Fees

ACCELERATED*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)
Total Program Credits	120	120
Program Length*(full time)*	10 trimesters	10 trimesters
General Education Courses*(per credit x 78 credits)*	$460	$460
Core Courses*(per credit x 42 credits)*	$460	$460
Total Tuition Cost	$55,200	$55,200
STRF[1]	$150	$0
Technology Fee[2]	$5,000	$5,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$60,250	$60,250
Estimated Total Program Costs (California)	$60,400	$60,250

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)

Total Program Credits	120	120
Program Length*(full time)*	20 trimesters	20 trimesters
General Education Courses*(per credit x 78 credits)*	$460	$460
Core Courses*(per credit x 42 credits)*	$460	$460
Total Tuition Cost	$55,200	$55,200
STRF[3]	$162.50	$0
Technology Fee[4]	$10,000	$10,000
Estimate for Program Supply Fees[5]	$50	$50
Estimated Total Program Costs (Texas)	$65,250	$65,250
Estimated Total Program Costs (California)	$65,412.50	$65,250

Indirect Costs

8 Month Academic Year[6]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,524	$15,076	$9,980	$15,812

** Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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

[2] *Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.*

[3] *Program supplies include WCU identification card and background check.*

[4] *The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.*

Bachelor of Science in Health Administration - Strategic Management Track

Tuition and Fees

ACCELERATED*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)
Total Program Credits	120	120
Program Length*(full time)*	10 trimesters	10 trimesters
General Education Courses*(per credit x 78 credits)*	$460	$460
Core Courses (*per credit x 42 credits)*	$460	$460
Total Tuition Cost	$55,200	$55,200
STRF[1]	$150	$0
Technology Fee[2]	$5,000	$5,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$60,250	$60,250
Estimated Total Program Costs (California)	$60,400	$60,250

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling After April 1, 2024)
Total Program Credits	120	120
Program Length*(full time)*	20 trimesters	20 trimesters
General Education Courses*(per credit x 78 credits)*	$460	$460
Core Courses*(per credit x 42 credits)*	$460	$460
Total Tuition Cost	$55,200	$55,200
STRF[1]	$162.50	$0
Technology Fee[2]	$10,000	$10,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$65,250	$65,250
Estimated Total Program Costs (California)	$65,412.50	$65,250

Indirect Costs

8 Month Academic Year[4]

	:Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,524	$15,076	$9,980	$15,812

* *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will*

attempt two courses per term, and students that select Working Professional will attempt one course a term.

[1] *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 institutional charges.*

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

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

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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.*
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Bachelor of Science in Public Health

Tuition and Fees

ACCELERATED*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)
Total Program Credits	120	120
Program Length*(full time)*	10 trimesters	10 trimesters
General Education Courses*(per credit x 69 credits)*	$460	$460
Core Courses*(per credit x 51 credits)*	$460	$460
Total Tuition Cost	$55,200	$55,200
STRF[1]	$150	$0.00
Technology Fee[2]	$5,000	$5,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$60,250	$60,250
Estimated Total Program Costs (California)	$60,400	$60,250

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)
Total Program Credits	120	120
Program Length*(full time)*	20 trimesters	20 trimesters
General Education Courses*(per credit x 69 credits)*	$460	$460
Core Courses*(per credit x 51 credits)*	$460	$460
Total Tuition Cost	$55,200	$55,200
STRF[1]	$162.50	$0
Technology Fee[2]	$10,000	$10,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$65,250	$65,250
Estimated Total Program Costs (California)	$65,412.50	$65,250

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,524	$15,076	$9,980	$15,812

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[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

RN to Bachelor of Science in Nursing

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)
Total Program Credits	120[1]	120[1]
Program Length*(full time)*	2 trimesters	2 trimesters
General Education Courses[2]	$495	$495
Core Courses	$495	$495
Total Tuition Cost	$14,850	$14,850
STRF[3]	$40	$0
Technology Fee[4]	$1,000	$1,000
Estimate for Program Supply Fees ($50 per Trimester)[5]	$100	$100
Estimated Total Program Costs (Non-California Resident)	$15,950	$15,950
Estimated Total Program Costs (California Resident)	$15,990	$15,950

ACCELERATED*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)
Total Program Credits	120[1]	120[1]
Program Length*(full time)*	3 trimesters	3 trimesters
General Education Courses[2]	$495	$495
Core Courses	$495	$495
Total Tuition Cost	$14,850	$14,850
STRF[3]	$42.50	$0
Technology Fee[4]	$1,500	$1,500
Estimate for Program Supply Fees ($50 per Trimester)[5]	$150	$150
Estimated Total Program Costs (Non-California Residents)	$16,500	$16,500
Estimated Total Program Costs (California Residents)	$16,542.50	$16,500

WORKING PROFESSIONAL*

Degree Type	Bachelor of Science (Enrolling prior to April 1, 2024)	Bachelor of Science (Enrolling after April 1, 2024)
Total Program Credits	120[1]	120[1]
Program Length*(full time)*	5 trimesters	5 trimesters
General Education Courses[2]	$495	$495
Core Courses	$495	$495
Total Tuition Cost	$14,850	$14,850
STRF[3]	$45	$0
Technology Fee[4]	$2,500	$2,500
Estimate for Program Supply Fees	$250	$250

($50 per Trimester)[5]		
Estimated Total Program Costs (Non-California Residents)	$17,600	$17,600
Estimated Total Program Costs (California Residents)	$17,645	$17,600

Indirect Costs

8 Month Academic Year[6]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$100	$100	$100	$100
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,524	$15,076	$9,980	$15,812

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated Plus will attempt two to three courses per term, Accelerated will attempt one to two courses per term, and students that select Working Professional will attempt one course a term. General Education courses that are not applied as transfer credit is not included in the Estimated Time to Completion.*

[1] *Includes 51 credits for active unencumbered RN License and lower-level nursing, and assumes 39 transfer credits for General Education courses, and the remaining 30 credits are required to be taken at WCU.*

[2] *Students that do not receive the 39 transfer credits for General Education courses will need to schedule the courses at WCU. The cost of these General Education courses is not included in the Estimated Total Program Costs.*

[3] *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 institutional charges.*

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the

STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

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

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

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

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

[4] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[5] Program supplies include WCU identification card and background check.

[6] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Distance Education Graduate Programs

Doctor of Nursing Practice - Executive Leadership

Tuition and Fees

ACCELERATED*

Degree Type	Doctorate (Enrolling prior to April 1, 2024)	Doctorate (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	5 trimesters	5 trimesters
Tuition Cost*(per credit)*	$1,074	$1,074
Total Tuition Cost	$32,220	$32,220
STRF[1]	$87.50	$0
Technology Fee ($500 per semester)[2]	$2,500	$2,500
Estimate for Program Supply Fees[3]	$400	$400
Estimated Total Program Costs (Texas)	$35,120	$35,120
Estimated Total Program Costs (California)	$35,207.50	$35,120

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[1] *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 institutional charges.*

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

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

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

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

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

7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Business Administration

Tuition and Fees

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	36	36
Program Length *(full time)*	3 trimesters	3 trimesters
Core Courses *(per credit x 36 credits)*	$775	$775
Total Tuition Cost	$27,900	$27,900
STRF[1]	$72.50	$0
Technology Fee[2]	$1,500	$1,500
Estimate for Program Supply	$50	$50

Fees[3]		
Estimated Total Program Costs (Texas)	$29,450	$29,450
Estimated Total Program Costs (California)	$29,522.50	$29,450

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	36	36
Program Length *(full time)*	6 trimesters	6 trimesters
Core Courses *(per credit x 36 credits)*	$775	$775
Total Tuition Cost	$27,900	$27,900
STRF[1]	$77.50	$0
Technology Fee[2]	$3,000	$3,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$30,950	$30,950
Estimated Total Program Costs (California)	$31,027.50	$30,950

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

* Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

[1] *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 institutional charges.*

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

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

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2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Business Administration - Health Administration and Leadership Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	36	36
Program Length*(full time)*	3 trimesters	3 trimesters
Core Courses*(per credit x 36 credits)*	$775	$775
Total Tuition Cost	$27,900	$27,900

STRF[1]	$72.50	$0
Technology Fee[2]	$1,500	$1,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$29,450	$29,450
Estimated Total Program Costs (California)	29,522.50	$29,450

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	36	36
Program Length*(full time)*	6 trimesters	6 trimesters
Core Courses*(per credit x 36 credits)*	$775	$775
Total Tuition Cost	$27,900	$27,900
STRF[1]	$77.50	$0
Technology Fee[2]	$3,000	$3,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$30,950	$30,950
Estimated Total Program Costs (California)	$31,027.50	$30,950

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*

6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

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Master of Business Administration - Project Management Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)

Total Program Credits	36	36
Program Length*(full time)*	3 trimesters	3 trimesters
Core Courses*(per credit x 36 credits)*	$775	$775
Total Tuition Cost	$27,900	$27,900
STRF[1]	$72.50	$0
Technology Fee[2]	$1,500	$1,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$29,450	$29,450
Estimated Total Program Costs (California)	$29,522.50	$29,450

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	36	36
Program Length*(full time)*	6 trimesters	6 trimesters
Core Courses*(per credit x 36 credits)*	$775	$775
Total Tuition Cost	$27,900	$27,900
STRF[1]	$77.50	$0
Technology Fee[2]	$3,000	$3,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$30,950	$30,950
Estimated Total Program Costs (California)	$31,027.50	$30,950

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Business Administration - Public Health Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	36	36
Program Length*(full time)*	3 trimesters	3 trimesters
Core Courses*(per credit x 36 credits)*	$775	$775
Total Tuition Cost	$27,900	$27,900

STRF[1]	$72.50	$0
Technology Fee[2]	$1,500	$1,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$29,450	$29,450
Estimated Total Program Costs (California)	$29,522.50	$29,450

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	36	36
Program Length*(full time)*	6 trimesters	6 trimesters
Core Courses*(per credit x 36 credits)*	$775	$775
Total Tuition Cost	$27,900	$27,900
STRF[2]	$77.50	$0.00
Technology Fee[3]	$3,000	$3,000
Estimate for Program Supply Fees[4]	$50	$50
Estimated Total Program Costs (Texas)	$30,950	$30,950
Estimated Total Program Costs (California)	$31,027.50	$30,950

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*

6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Health Administration

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	2 trimesters	2 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,000	$1,000

Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$23,550	$23,550
Estimated Total Program Costs (California)	$23,610	$23,550

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	3 trimesters	3 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,500	$1,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$24,050	$24,050
Estimated Total Program Costs (California)	$24,110	$24,050

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	5 trimesters	5 trimesters

Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[2]	$62.50	$0
Technology Fee[3]	$2,500	$2,500
Estimate for Program Supply Fees[4]	$50	$50
Estimated Total Program Costs (Texas)	$25,050	$25,050
Estimated Total Program Costs (California)	$25,112.50	$25,050

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Health Administration - Informatics Track

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	2 trimesters	2 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,000	$1,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$23,550	$23,550
Estimated Total Program Costs (California)	$23,610	$23,550

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	3 trimesters	3 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,500	$1,500

Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$24,050	$24,050
Estimated Total Program Costs (California)	$24,110	$24,050

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	5 trimesters	5 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$62.50	$0
Technology Fee[2]	$2,500	$2,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$25,050	$25,050
Estimated Total Program Costs (California)	$25,112.50	$25,050

Indirect Costs

8 Month Academic Year[4]

	with parents	off campus
Federal Student Loan Fee	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936
Transportation	$1,648	$1,648
Miscellaneous Personal Expenses	$5,392	$5,392
Total	$9,644	$15,196

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Effective April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will be zero dollars and zero cents ($2.50) per one thousand dollars ($1,000) of institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*

6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
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A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

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Master of Health Administration - Organizational Leadership Track

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	2 trimesters	2 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,000	$1,000

Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$23,550	$23,550
Estimated Total Program Costs (California)	$23,610	$23,550

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	3 trimesters	3 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,500	$1,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$24,050	$24,050
Estimated Total Program Costs (California)	$24,110	$24,050

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	5 trimesters	5 trimesters

Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$62.50	$0
Technology Fee[2]	$2,500	$2,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$25,050	$25,050
Estimated Total Program Costs (California)	$25,112.50	$25,050

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
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Master of Health Administration - Project Management Track

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	2 trimesters	2 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,000	$1,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$23,550	$23,550
Estimated Total Program Costs (California)	$23,610	$23,550

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	3 trimesters	3 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,500	$1,500

Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$24,050	$24,050
Estimated Total Program Costs (California)	$24,110	$24,050

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	5 trimesters	5 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$62.50	$0
Technology Fee[2]	$2,500	$2,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$25,050	$25,050
Estimated Total Program Costs (California)	$25,112.50	$25,050

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*

6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Health Administration - Public Health Track

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	2 trimesters	2 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,000	$1,000

Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$23,550	$23,550
Estimated Total Program Costs (California)	$23,610	$23,550

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	3 trimesters	3 trimesters
Tuition Cost*(per credit)*	$750	$750
Total Tuition Cost	$22,500	$22,500
STRF[1]	$60	$0
Technology Fee[2]	$1,500	$1,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$24,050	$24,050
Estimated Total Program Costs (California)	$24,110	$24,050

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	5 trimesters	5 trimesters
Tuition Cost*(per credit)*	$750	$750

Total Tuition Cost	$22,500	$22,500
STRF[1]	$62.50	$0
Technology Fee[2]	$2,500	$2,500
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$25,050	$25,050
Estimated Total Program Costs (California)	$25,112.50	$25,050

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with campus	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	'$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Public Health

Tuition and Fees

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	42	42
Program Length*(full time)*	4 trimesters	4 trimesters
Tuition Cost*(per credit)*	$575.00	$575.00
Total Tuition Cost	$24,150	$24,150
STRF[1]	$65	$0
Technology Fee[2]	$2,000	$2,000
Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$26,200	$26,200
Estimated Total Program Costs (California)	$26,265	$26,200

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	42	42
Program Length*(full time)*	7 trimesters	7 trimesters
Tuition Cost*(per credit)*	$575	$575
Total Tuition Cost	$24,150	$24,150
STRF[1]	$70	$0
Technology Fee[2]	$3,500	$3,500

Estimate for Program Supply Fees[3]	$50	$50
Estimated Total Program Costs (Texas)	$27,700	$27,700
Estimated Total Program Costs (California)	$27,770	$27,700

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Science in Clinical Mental Health Counseling

Tuition and Fees

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)

Total Program Credits	60	60
Program Length*(full time)*	6 trimesters	6 trimesters
Tuition Cost*(per credit)*	$650	$650
Total Tuition Cost	$39,000	$39,000
STRF[1]	$105	$0
Technology Fee[2]	$3,000	$3,000
Estimate for Program Supply Fees[3]	$450	$450
Estimated Total Program Costs (Texas/Miami)	$42,450	$42,450
Estimated Total Program Costs (California)	$42,555	$42,450

Indirect Costs

10 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$3,120	$10,410
Transportation	$2,060	$2,060	$2,160	$2,160
Miscellaneous Personal Expenses	$6,740	$6.740	$7,070	$7,070
Total	$11,404	$16,956	$12,570	$19,860

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical activities and onsite intensives.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Speech Language Pathology

Tuition and Fees

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	56	56
Program Length*(Full-time)*	5 trimesters	5 trimesters
Tuition Cost*(per credit)*	$1,000	$1,000
Total Tuition Cost	$56,000	$56,000
STRF Fee[1]*(non-refundable)*	$155	$0
Estimate for Uniforms Fees[2]	$100	$125
Estimate for Supplies &Licensure Preparation Fees[2]	$2,925	$2,925
Technology Fee[3]*($500 per trimester)*	$2,500	$2,500
Estimated Total Program Costs (Non-CA Residents)	$61,525	$61,550
Estimated Total Program Costs	$61,680	$61,550

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1.728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

NOTE: Applicants are conditionally accepted to the Master of Speech Language Pathology program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*

4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] The Estimate for Book, Uniform, and Supply fees reflect the Manufacturer's Suggested Retail Price totals compiled in January 2022 and are subject to change. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all of the supplies, contact the Bursar Office.

Fees do not include indirect costs, which may include but are not limited to background checks, health screenings/requirements for clinical, out of state fieldwork placements, and/or transportation.

Refer to the Program Fee Schedule for a breakdown of expected indirect costs.

[3] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Science in Nursing - Adult Gerontology Primary Care Nurse Practitioner Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of Science Prior to Fall I 2024	Master of ScienceEffective Fall I 2024

Total Program Credits	49	49
Program Length*(full time)*	5 trimesters	5 trimesters
MSN Core*(per credit x 18 credits;12 credits effective Fall I 2024)*	$635	$680
APRN Core*(per credit cost x 31 credits; 37 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$35,765	$37,205
STRF[1]	$0	$0
Technology Fee[2]	$2,500	$2,500
Estimate for Program Supply Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$43,865	$45,305
Estimated Total Program Costs (California)	$43,865	$45,305

WORKING PROFESSIONAL*

Degree Type	Master of Science Prior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	49	49
Program Length*(full time)*	8 trimesters	8 trimesters
MSN Core*(per credit x 18 credits; 12 credits effective Fall I 2024)*	$635	$680
APRN Core*(per credit cost x 31 credits; 37 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$35,765	$37,205
STRF[1]	$0	$0
Technology Fee[2]	$4,000	$4,000

Estimate for Program Supply Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$45,365	$46,805
Estimated Total Program Costs (California)	$45,365	$46,805

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

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

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and AGPCNP predictor exams for AGPCNP students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

[4] Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical rotations.

[5] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Science in Nursing - Family Nurse Practitioner Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	53	53
Program Length*(full time)*	5 trimesters	5 trimesters
MSN Core*(per credit x 18 credits; 12 credits effective Fall I 2024)*	$635	$680
APRN Core*(per credit cost x 35 credits; 41 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$38,905	$40,345
STRF[1]	$0	$0
Technology Fee[2]	$2,500	$2,500
Estimate for Supplies & Licensure Preparation Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$4,300	$4,300
Estimated Total Program Costs (Texas)	$48,005	$49,445
Estimated Total Program Costs (California)	$48,005	$49,445

WORKING PROFESSIONAL*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	53	53
Program Length*(full time)*	8 trimesters	8 trimesters
MSN Core*(per credit x 18 credits; 12 credits*	$635	$680

effective Fall I 2024)		
APRN Core*(per credit cost x 35 credits'; 41 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$38,905	$40,435
STRF[1]	$0	$0
Technology Fee[2]	$4,000	$4,000
Estimate for Supplies & Licensure Preparation Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$4,300	$4,300
Estimated Total Program Costs (Texas)	$49,505	$50,945
Estimated Total Program Costs (California)	$49,505	$50,945

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fees	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,566
Total	$9,644	$15,196	$10,100	$15,932

Upon enrollment, student selects Accelerated or Working Professional, which will determine the pace at which students will complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.

[1] *As of 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 institutional charges).*

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

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

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

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

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

[4] Program Fee covers the establishment, on-going management, scheduling coordination, site visits, and any other expenses related to clinical rotations.

[5] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct

costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Science in Nursing - Nurse Educator Track

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	2 trimesters	2 trimesters
Tuition Cost*(per credit)*	$680	$680
Total Tuition Cost	$20,400	$20,400
STRF[1]	$55	$0
Technology Fee[2]	$1,000	$1,000
Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$21,925	$21,925
Estimated Total Program Costs (California)	$21,980	$21,925

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	3 trimesters	3 trimesters

Tuition Cost*(per credit)*	$680	$680
Total Tuition Cost	$20,400	$20,400
STRF[1]	$55	$0
Technology Fee[2]	$1,500	$1,500
Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$22,425	$22,425
Estimated Total Program Costs (California)	$22,480	$22,425

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	6 trimesters	6 trimesters
Tuition Cost*(per credit)*	$680	$680
Total Tuition Cost	$20,400	$20,400
STRF[1]	$60	$0
Technology Fee[2]	$3,000	$3,000
Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$23,925	$23,925
Estimated Total Program Costs (California)	$23,985	$23,925

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,329
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*

6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Science in Nursing - Nurse Leader Track

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	2 trimesters	2 trimesters
Tuition Cost*per credit)*	$680	$680
Total Tuition Cost	$20,400	$20,400
STRF[1]	$55	$0
Technology Fee[2]	$1,000	$1,000

Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$21,925	$21,925
Estimated Total Program Costs (California)	$21,980	$21,925

ACCELERATED*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	3 trimesters	3 trimesters
Tuition Cost *per credit)*	$680	$680
Total Tuition Cost	$20,400	$20,400
STRF[1]	$55	$0
Technology Fee[2]	$1,500	$1,500
Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$22,425	$22,425
Estimated Total Program Costs (California)	$22,480	$22,425

WORKING PROFESSIONAL*

Degree Type	Master of Science (Enrolling prior to April 1, 2024)	Master of Science (Enrolling after April 1, 2024)
Total Program Credits	30	30
Program Length*(full time)*	6 trimesters	6 trimesters

Tuition Cost *per credit)*	$680	$680
Total Tuition Cost	$20,400	$20,400
STRF[1]	$60	$0
Technology Fee[2]	$3,000	$3,000
Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$23,925	$23,925
Estimated Total Program Costs (California)	$23,985	$23,925

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *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 institutional charges.*

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

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

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

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

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Program supplies include WCU identification card and background check.

[4] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Science in Nursing - Psychiatric-Mental Health Nurse Practitioner Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	53	53
Program Length*(full time)*	5 trimesters	5 trimesters
MSN Core*(per credit x 18 credits; 12 credits effective Fall I 2024)*	$635	$680
APRN Core*(per credit cost x 35 credits; 41 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$38,905	$40,345
STRF[1]	$0	$0
Technology Fee[2]	$2,500	$2,500
Estimate for Supplies & Licensure Preparation Fees[3]	$2,300	$2,300
Program Fee (Clinical) [4]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$47,005	$48,445
Estimated Total Program Costs (California)	$47,005	$48,445

WORKING PROFESSIONAL*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	53	53
Program Length*(full time)*	9 trimesters	9 trimesters
MSN Core*(per credit x 18 credits; 12 credits*	$635	$680

effective Fall I 2024)		
APRN Core*(per credit cost x 35 credits; 41 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$38,905	$40,345
STRF[1]	$0	$0
Technology Fee[2]	$4,500	$4,500
Estimate for Supplies & Licensure Preparation Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$49,005	$50,445
Estimated Total Program Costs (California)	$49,005	$50,445

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[1] *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 institutional charges.*

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the

STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

[4] Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical rotations.

[5] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University

estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Master of Science in Nursing - Adult Gerontology Acute Care Nurse Practitioner Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	50	50
Program Length*(full time)*	4 trimesters	5 trimesters
MSN Core*(per credit x 18 credits; 12 credits effective Fall I 2024)*	$635	$680
APRN Core*(per credit cost x 32 credits; 38 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$36,550	$37,990
STRF[1]	$0	$0
Technology Fee[2]	$2,000	$2,500
Estimate for Supplies & Licensure Preparation Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$44,150	$46,090
Estimated Total Program Costs (California)	$44,150	$46,090

WORKING PROFESSIONAL*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024

Total Program Credits	50	50
Program Length*(full time)*	8 trimesters	8 trimesters
MSN Core*(per credit x 18 credits; 12 credits effective Fall I 2024)*	$635	$680
APRN Core*(per credit cost x 32 credits; 38 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$36,550	$37,990
STRF[1]	$0	$0
Technology Fee[2]	$4,000	$4,000
Estimated for Supplies & Licensure Preparation Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$46,150	$47,590
Estimated Total Program Costs (California)	$46,150	$47,590

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

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

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

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

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

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

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

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

[4] Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical rotations.

[5] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct

costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

RN to Master of Science in Nursing - Family Nurse Practitioner Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	158[1]	158[1]
Program Length*(full time)*	7 trimesters	7 trimesters
BSN Core (*per credit x 15 credits*)		$495
RN to MSN Core*(per credit x 33 credits; 12 credits effective Fall I 2024)*	$615	$680
APRN Core*(per credit cost x 35 credits; 41 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$47,770	$47,770
STRF[2]	$0	$0
Technology Fee[3]	$3,500	$3,500
Estimate for Supplies & Licensure Preparation Fees[4]	$2,300	$2,300
Program Fee (Clinical)[5]	$4,300	$4,300
Estimated Total Program Costs (Texas)	$57,870	$57,870
Estimated Total Program Costs (California)	$57,870	$57,870

WORKING PROFESSIONAL*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	158[1]	158[1]
Program Length*(full time)*	11 trimesters	11 trimesters
BSN Core (*per credit x 15 credits*)		$495
RN to MSN Core*(per credit x 33 credits; 12 credits effective Fall I 2024)*	$615	$680
APRN Core*(per credit cost x 35 credits; 41 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$47,770	$47,770
STRF[2]	$0	$0
Technology Fee[3]	$5,500	$5,500
Estimate for Supplies & Licensure Preparation Fees[4]	$2,300	$2,300
Program Fee (Clinical)[5]	$4,300	$4,300
Estimated Total Program Costs (Texas)	$59,870	$59,870
Estimated Total Program Costs (California)	$59,870	$59,870

Indirect Costs

8 Month Academic Year[6]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)(	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 68 credits are required to be taken at WCU.*

[2] *As of April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will be zero hundred and zero cents ($0.00) per one thousand dollars ($1,000) of institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[3] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[4] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

[5] Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical rotations.

[6] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

RN to Master of Science in Nursing - Nurse Educator Track

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Master of Science(Enrolling prior to April 1, 2024	Master of Science(Enrolling after April 1, 2024)
Total Program Credits	135[1]	135[1]

Program Length*(full time)*	4 trimesters	4 trimesters
Tuition Cost BSN Level*(per credit)*	$495	$495
Total Tuition Cost BSN Level (15 credits)	$7,425	$7,425
Tuition Cost MSN Level (per credit)	$680	$680
Total Tuition Cost MSN Level (30 credits)	$20,400	$20,400
Total Tuition Cost BSN and MSN	$27,825	$27,825
STRF[2]	$75	$0
Technology Fee[3]	$2,000	$2,000
Estimate for Program Supply Fees[4]	$525	$525
Estimated Total Program Costs (Texas)	$30,350	$30,350
Estimated Total Program Costs (California)	$30,425	$30,350

ACCELERATED*

Degree Type	Master of Science(Enrolling prior to April 1, 2024)	Master of Science(Enrolling after April 1, 2024)
Total Program Credits	135[1]	135[1]
Program Length*(full time)*	5 trimesters	5 trimesters
Tuition Cost BSN Level*(per credit)*	$495	$495
Total Tuition Cost BSN Level (15 credits)	$7,425	$7,425

Tuition Cost MSN Level*(per credit)*	$680	$680
Total Tuition Cost MSN Level (30 credits)	$20,400	$20,400
Total Tuition Cost BSN and MSN	$27,825	$27,825
STRF[3]	$77.50	$0
Technology Fee[4]	$2,500	$2,500
Estimate for Program Supply Fees[5]	$525	$525
Estimated Total Program Costs (Texas)	$30,850	$30,850
Estimated Total Program Costs (California)	$30,927.50	$30,850

WORKING PROFESSIONAL*

Degree Type	Master of Science(Enrolling prior to April 1, 2024)	Master of Science(Enrolling after April 1, 2024)
Total Program Credits	135[1]	135[1]
Program Length*(full time)*	8 trimesters	8 trimesters
Tuition Cost BSN Level*(per credit)*	$495	$495
Total Tuition Cost BSN Level (15 credits)	$7,425	$7,425
Tuition Cost MSN Level*(per credit)*	$680	$680
Total Tuition Cost MSN Level (30 credits)	$20,400	$20,400
Total Tuition Cost BSN and	$27,825	$27,825

MSN		
STRF[2]	$80	$0
Technology Fee[3]	$4,000	$4,000
Estimate for Program Supply Fees[4]	$525	$525
Estimated Total Program Costs (Texas)	$32,350	$32,350
Estimated Total Program Costs (California)	$32,430	$32,350

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 51 credits for unencumbered RN License, assumes 39 transfer credits for non-nursing courses, and the remaining 45 credits are required to be taken at WCU.*

[2] *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 institutional charges.*

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student

enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

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

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

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

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

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

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

[3] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[4] Program supplies include WCU identification card and background check.

[5] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses

they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

RN to Master of Science in Nursing - Nurse Leader Track

Tuition and Fees

ACCELERATED PLUS*

Degree Type	Master of Science(Enrolling prior to April 1, 2024)	Master of Science(Enrolling after April 1, 2024)
Total Program Credits	135[1]	135[1]
Program Length*(full time)*	4 trimesters	4 trimesters
Tuition Cost BSN Level*(per credit)*	$495	$495
Total Tuition Cost BSN Level (15 credits)	$7,425	$7,425
Tuition Cost MSN Level*(per credit)*	$680	$680
Total Tuition Cost MSN Level (30 credits)	$20,400	$20,400
Total Tuition Cost BSN and MSN	$27,825	$27,825
STRF[2]	$75	$0
Technology Fee[3]	$2,000	$2,000
Estimate for Program Supply Fees[4]	$525	$525
Estimated Total Program Costs (Texas)	$30,350	$30,350
Estimated Total Program Costs (California)	$30,425	$30,350

ACCELERATED*

Degree Type	Master of Science(Enrolling prior to April 1, 2024)	Master of Science(Enrolling after April 1, 2024)
Total Program Credits	135[1]	135[1]
Program Length*(full time)*	5 trimesters	5 trimesters
Tuition Cost BSN Level*(per credit)*	$495	$495
Total Tuition Cost BSN Level (15 credits)	$7,425	$7,425
Tuition Cost MSN Level*(per credit)*	$680	$680
Total Tuition Cost MSN Level (30 credits)	$20,400	$20,400
Total Tuition Cost BSN and MSN	$27,825	$27,825
STRF[2]	$77.50	$0
Technology Fee[3]	$2,500	$2,500
Estimate for Program Supply Fees[4]	$525	$525
Estimated Total Program Costs (Texas)	$30,850	$30,850
Estimated Total Program Costs (California)	$30,927.50	$30,850

WORKING PROFESSIONAL*

Degree Type	Master of Science(Enrolling prior to April 1, 2024)	Master of Science(Enrolling after April 1, 2024)

Total Program Credits	135[1]	135[1]
Program Length*(full time)*	8 trimesters	8 trimesters
Tuition Cost BSN Level*(per credit)*	$495	$495
Total Tuition Cost BSN Level (15 credits)	$7,425	$7,425
Tuition Cost MSN Level*(per credit)*	$680	$680
Total Tuition Cost MSN Level (30 credits)	$20,400	$20,400
Total Tuition Cost BSN and MSN	$27,825	$27,825
STRF[2]	$80	$0
Technology Fee[3]	$4,000	$4,000
Estimate for Program Supply Fees[4]	$525	$525
Estimated Total Program Costs (Texas)	$32,350	$32,350
Estimated Total Program Costs (California)	$32,430	$32,350

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expense (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated Plus, Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 51 credits for unencumbered RN License, assumes 39 transfer credits for non-nursing courses, and the remaining 45 credits are required to be taken at WCU.*

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

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[3] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[4] Program supplies include WCU identification card and background check.

[5] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

RN to Master of Science in Nursing - Psychiatric-Mental Health Nurse Practitioner Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	158[1]	158[1]
Program Length*(full time)*	8 trimesters	8 trimesters
BSN Core (*per credit x 15 credits*)		$495
RN to MSN Core*(per credit x 33 credits; 12*	$615	$680

credits effective Fall I 2024)		
APRN Core*(per credit x 35 credits; 41 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$47,770	$47,770
STRF[2]	$0	$0
Technology Fee[3]	$4,000	$4,000
Estimate for Supplies & Licensure Preparation Fees[4]	$2,300	$2,300
Program Fee (Clinical)[6]	$3,300	$3,300
Estimate Total Program Costs (Texas)	$57,370	$57,370
Estimated Total Program Costs (California)	$57,370	$57,370

WORKING PROFESSIONAL*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	158[1]	158[1]
Program Length*(full time)*	11 trimesters	11 trimesters
BSN Core (per credit x 15 credits)		$495
RN to MSN Core*(per credit x 33 credits; 12 credits effective Fall I 2024)*	$615	$680
APRN Core*(per credit x 35 credits; 41 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$47,770	$47,770
STRF[2]	$0	$0
Technology Fee[3]	$5,500	$5,500
Estimate for Supplies & Licensure Preparation Fees[4]	$2,300	$2,300
Program Fee (Clinical)[5]	$3,300	$3,300

Estimated Total Program Costs (Texas)	$58,870	$58,870
Estimated Total Program Costs (California)	$58,870	$58,870

Indirect Costs

8 Month Academic Year[6]

	Prior Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 68 credits are required to be taken at WCU.*

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

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*

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

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

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

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

[3] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[4] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

[5] Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical rotations.

[6] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

RN to Master of Science in Nursing - Adult-Gerontology Primary Care Nurse Practitioner Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of SciencePrior to Fall I 2024	Master of ScienceEffective Fall I 2024
Total Program Credits	154[1]	154[1]
Program Length*(full time)*	6 trimesters	6 trimesters
BSN Core (*per credit x 15 credits*)		$495
RN to MSN Core*(per credit x 33 credits; 12 credits effective Fall I 2024)*	$615	$680
APRN Core*(per credit x 31 credits; 37 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$44,630	$44,630
STRF[2]	$0	$0
Technology Fee[3]	$3,000	$3,000
Estimate for Supplies & Licensure Preparation Fees[4]	$2,300	$2,300
Program Fee (Clinical)[5]	$3,300	$3,300
Estimate Total Program Costs (Texas)	$53,230	$53,230
Estimate Total Program Costs (California)	$53,230	$53,230

WORKING PROFESSIONAL*

Degree Type	Master of SciencePrior to Fall I 2024	Master of Science Effective Fall I 2024
Total Program Credits	154[1]	154[1]
Program Length*(full time)*	11 trimesters	11 trimesters

BSN Core (*per credit x 15 credits*)		$495
RN to MSN Core *(per credit x 33 credits; 12 credits effective Fall I 2024)*	$615	$680
APRN Core *(per credit x 31 credits; 37 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$44,630	$44,630
STRF[2]	$0	$0
Technology Fee[3]	$5,500	$5,500
Estimate for Supplies & Licensure Preparation Fees[4]	$2,300	$2,300
Program Fee (Clinical)[5]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$55,730	$55,730
Estimated Total Program Costs (California)	$55,730	$55,730

Indirect Costs

8 Month Academic Year[6]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 64 credits are required to be taken at WCU.*

[2] *As of April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will be zero hundred and zero cents ($0.00) per one thousand dollars ($1,000) of institutional charges.*

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

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

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

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

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

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

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

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

[3] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[4] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students.

Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

[5] Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical rotations.

[6] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

RN to Master of Science in Nursing - Adult-Gerontology Acute Care Nurse Practitioner Track

Tuition and Fees

ACCELERATED*

Degree Type	Master of SciencePrior to Fall I 2024	Master of Science Effective Fall I 2024
Total Program Credits	155[1]	155[1]
Program Length*(full time)*	7 trimesters	7 trimesters
BSN Core (*per credit x 15 credits*)		$495
RN to MSN Core*(per credit x 33 credits; 12 credits effective Fall I 2024)*	$615	$680
APRN Core*(per credit x 32 credits; 38 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$45,415	$45,415
STRF[2]	$0	$0
Technology Fee[3]	$3,500	$3,500
Estimate for Supplies & Licensure Preparation Fees[4]	$2,300	$2,300
Program Fee (Clinical)[5]	$3,300	$3,300

Estimated Total Program Costs (Texas)	$54,515	$54,515
Estimated Total Program Costs (California)	$54,515	$54,515

WORKING PROFESSIONAL*

Degree Type	Master of Science Prior to Fall I 2024	Master of Science Effective Fall I 2024
Total Program Credits	155[1]	155[1]
Program Length*(full time)*	11 trimesters	11 trimesters
BSN Core (*per credit x 15 credits*)		$495
RN to MSN Core*(per credit x 33 credits; 12 credits effective Fall I 2024)*	$615	$680
APRN Core*(per credit x 32 credits; 38 credits effective Fall I 2024)*	$785	$785
Total Tuition Cost	$45,415	$45,415
STRF[2]	$0	$0
Technology Fee[3]	$5,500	$5,500
Estimate for Supplies & Licensure Preparation Fees[4]	$2,300	$2,300
Program Fee (Clinical)[5]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$56,515	$56,515
Estimated Total Program Costs (California)	$56,515	$56,515

Indirect Costs

8 Month Academic Year[6]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree. In most cases, students that select Accelerated will attempt two courses per term, and students that select Working Professional will attempt one course a term.*

[1] *Includes 42 credits for unobstructed RN License, assumes 48 transfer credits for non-nursing courses, and the remaining 65 credits are required to be taken at WCU.*

[2] *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 institutional charges.*

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

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

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

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

1. *The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.*
2. *You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.*
3. *You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*

5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
6. *You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[3] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[4] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

[5] Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical rotations.

[6] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Distance Education Certificate Programs

The purpose of the Cost of Attendance (COA) /is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Post Master's Adult-Gerontology Primary Care Nurse Practitioner Certificate

Tuition and Fees

Degree Type	Certificate (Enrolling prior to April 1, 2024)	Certificate (Enrolling after April 1, 2024)
Total Program Credits	28	28
Program Length*(full time)*	4 trimesters	4 trimesters
AGPCNP Core*(per credit x 28 credits)*	$785	$785
Total Tuition Cost	$21,980	$21,980
STRF[1]	$75	$0
Technology Fee[2]	$2,000	$2,000
Estimate for Program Supply Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$29,580	$29,580
Estimated Total Program Costs (California)	$29,655	$29,580

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expense (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[1] *As of 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 institutional charges.*

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

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

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

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

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

7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

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Post Master's Nurse Educator Certificate

Tuition and Fees

ACCELERATED*

Degree Type	Certificate (Enrolling prior to April 1, 2024)	Certificate (Enrolling after April 1, 2024)
Total Program Credits	18	18
Program Length*(full time)*	2 trimesters	2 trimesters
Tuition Cost*(per credit)*	$680	$680
Total Tuition Cost	$12,240	$12,240
STRF[1]	$35	$0

Technology Fee[2]	$1,000	$1,000
Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$13,765	$13,765
Estimated Total Program Costs (California)	$13,800	$13,765

WORKING PROFESSIONAL*

Degree Type	Certificate (Enrolling prior to April 1, 2024)	Certificate (Enrolling after April 1, 2024)
Total Program Credits	18	18
Program Length*(full time)*	4 trimesters	4 trimesters
Tuition Cost*(per credit)*	$680	$680
Total Tuition Cost	$12,240	$12,240
STRF[1]	$37.50	$0
Technology Fee[2]	$2,000	$2,000
Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$14,765	$14,765
Estimated Total Program Costs (California)	$14,802.50	$14,765

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,323
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[*] *Upon enrollment, students select Accelerated or Working Professional, which will determine the pace at which students complete their degree.*

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4. *The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
5. *The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*

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Post Master's Nurse Leader Certificate

Tuition and Fees

ACCELERATED*

Degree Type	Certificate (Enrolling prior to April 1, 2024)	Certificate (Enrolling after April 1, 2024)
Total Program Credits	18	18
Program Length*(full time)*	2 Trimesters	2 trimesters
Tuition Cost*(per credit)*	$680	$680
Total Tuition Cost	$12,240	$12,240
STRF[1]	$35	$0
Technology Fee[2]	$1,000	$1,000

Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$14,765	$13,765
Estimated Total Program Costs (California)	$14,802.50	$13,765

WORKING PROFESSIONAL*

Degree Type	Certificate (Enrolling prior to April 1, 2024)	Certificate (Enrolling after April 1, 2024)
Total Program Credits	18	18
Program Length*(full time)*	4 trimesters	4 trimesters
Tuition Cost*(per credit)*	$680	$680
Total Tuition Cost	$12,240	$12,240
STRF[1]	$37.50	$0
Technology Fee[2]	$2,000	$2,000
Estimate for Program Supply Fees[3]	$525	$525
Estimated Total Program Costs (Texas)	$14,765	$14,765
Estimated Total Program Costs (California)	$14,802.50	$14,765

Indirect Costs

8 Month Academic Year[4]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

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Post Master's Family Nurse Practitioner Certificate

Tuition and Fees

Degree Type	CertificatePrior to Fall I 2024	CertificateEffective Fall I 2024
Total Program Credits	32	32
Program Length*(full time)*	5 trimesters	4 trimesters
Total Cost*(per credit)*	$785	$785
Total Tuition Cost	$25,120	$25,120
STRF[1]	$0	$0
Technology Fee[2]	$2,500	$2,000

Estimate for Supplies & Licensure Preparation Fee[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$4,300	$4,300
Estimated Total Program Costs (Texas)	$34,220	$33,720
Estimated Total Program Costs (California)	$34,220	$33,720

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

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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.

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Post-Master's Psychiatric-Mental Health Nurse Practitioner Certificate

Tuition and Fees

Degree Type	CertificatePrior to Fall I 2024	Certificate Effective Fall I 2024
Total Program Credits	32	32
Program Length*(full time)*	5 trimesters	4 trimesters
APRN Core*(per credit x 32 credits)*	$785	$785
Total Tuition Cost	$25,120	$25,120
STRF[1]	$0	$0
Technology Fee[2]	$2,500	$2,000
Estimate for Supplies & Licensure Preparation Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$33,220	$32,720
Estimated Total Program Costs (California)	$33,220	$32,720

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

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Post-Master's Adult-Gerontology Acute Care Nurse Practitioner Certificate

Tuition and Fees

Degree Type	Certificate Prior to Fall I 2024	CertificateEffective Fall I 2024
Total Program Credits	29	29
Program Length*(full time)*	5 trimesters	4 trimesters
APRN Core*(per credit x 29 credits)*	$785	$785
Total Tuition Cost	$22,765	$22,765
STRF[1]	$0	$0
Technology Fee[2]	$2,500	$2,000
Estimate for Supplies & Licensure Preparation Fees[3]	$2,300	$2,300
Program Fee (Clinical)[4]	$3,300	$3,300
Estimated Total Program Costs (Texas)	$30,865	$30,365
Estimated Total Program Costs (California)	$30,865	$30,365

Indirect Costs

8 Month Academic Year[5]

	Prior to Fall I 2024		Starting Fall I 2024	
	with parents	off campus	with parents	off campus
Federal Student Loan Fee	$220	$220	$220	$220
Living Expenses (Food & Housing)	$2,384	$7,936	$2,496	$8,328
Transportation	$1,648	$1,648	$1,728	$1,728
Miscellaneous Personal Expenses	$5,392	$5,392	$5,656	$5,656
Total	$9,644	$15,196	$10,100	$15,932

[1] *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 institutional charges.*

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

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

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

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

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

7. *You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

[2] Technology Fee includes student technical support, Office 365, blended and online course delivery/learning management system, mobile app, student portal technology and access, and required electronic course materials/software.

[3] Supplies and licensure prep fees include a WCU identification card, background check, standardized patients, supplies, equipment for onsite intensives, and APRN predictor exams for APRN students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

[4] Program Fee covers the establishment, on-going management, scheduling, coordination, site visits, and any other expenses related to clinical rotations.

[5] The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend West Coast University. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to West Coast University and are shown separately for each program. Indirect costs are not paid to West Coast University and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, West Coast University estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus.

Non-Degree Seeking

Cost per credit for those not enrolled in degree or certificate programs, or enrolled in the LVN to RN 30-unit option.

CALIFORNIA - UNDERGRADUATE

	Cost Per Credit Hour
General Education	$1,986
Nursing Core	$1,986

CALIFORNIA - GRADUATE

	Cost Per Credit Hour
Pharmacy	$1,321
Occupational Therapy	$919
Physical Therapy	$882

TEXAS

	Cost Per Credit Hour
General Education	$1,425
Nursing Core	$1,425

FLORIDA

	Cost Per Credit Hour
General Education	$599
Nursing Core	$799

ONLINE - UNDERGRADUATE

	Cost Per Credit Hour
General Education	$525
Nursing Core	$525
Health Administration	$460
Business Administration	$460
Speech Language Pathology	$305

ONLINE – GRADUATE

	Cost Per Credit Hour
Master of Science in Nursing	$680
Business Administration	$775
Health Administration	$625
Public Health	$575
Advanced Practice Registered Nurse Core	$785
Doctor of Nursing Practice	$895

FEES

Administrative Fee *(per semester/trimester) (1-3 units)*	$250
Administrative Fee *(per semester/trimester) (4+ units)*	$500
ATI Material Fee[1]	$2,500
Speech Language Pathology Supplies Fee[2]	$100
Speech Language Pathology Supplies Fee[2] (Fall 1 Start)	$145

Note: Some courses require On-site Intensive (OSI) weekends and precepted hours. Students enrolled through the Orange County campus must complete their OSI's in California and students enrolled through the Texas campus must complete their OSI's in Texas. Travel costs are not included in the individual course cost, and students are responsible for arranging transportation. Please check with your academic program director for more information.

[1] *The ATI Material Fee is only charged once to a student's account when the student attempts their first nursing-core course.*

[2] *Speech Language Pathology Supplies Fee includes books for SLP504. Fall 1 2022 Cohort will also include charges for Video Observation System and Simulation Modules. This fee is only charged once to a student's account upon beginning the non-degree seeking coursework.*

UNDERGRADUATE PROGRAMS OF STUDY

General Education

General Education Mission

The General Education program provides students with a measurable, outcomes-based foundational education that not only integrates with and complements the chosen academic emphasis, but also transcends the major discipline. The General Education program prepares students to be competent and ethical problem solvers. They will be adept at demonstrating critical reasoning, scientific methodology, multidisciplinary inquiry, and communication skills that will enable them to make intellectually sound decisions that will embody a cultivated and deep appreciation for cultural diversity for the world in which they live.

General Education Philosophy

The General Education program prepares students to be responsible, informed, and ethical citizens, and to develop the dimensions of character needed to navigate, adapt, and succeed in an ever-changing complex world. The General Education curriculum challenges students to explore and analyze the dimensions of the human condition through an intellectually coherent, meaningful, and transformative foundational education. The General Education program is designed such that engagement in high-impact learning experiences, technology, and integrative learning will advance students' knowledge and skills in written and oral communications, critical reasoning, cultural diversity, scientific reasoning and innovation, quantitative reasoning, and technological and informational literacy. The achievement of General Education core competencies affords students the foundation to grow personally, professionally, and socially, and seek opportunities for lifelong learning.

General Education Program Learning Outcomes

All undergraduate programs include a general education component. The learning outcomes for general education are:

1. Employ effective written communication skills
2. Employ effective oral communication skills
3. Interpret quantitative data using mathematical principles to effectively identify core issues and solve problems.
4. Locate disparate information through multiple sources demonstrating technological and informational literacy.
5. Demonstrate critical thinking skills by descriptively analyzing complex issues and interpreting diverse perspectives in order to make conclusive, ethical, and defensible decisions.

General Education Competencies

The General Education program has been designed to facilitate students' acquisition and application of knowledge through intellectual stimulation, scientific methodology, information and computer literacy, and communication competencies. Students master the problem-solving abilities necessary for success in the core curriculum and with application to personal and professional growth and well-being beyond the curriculum.

This is achieved through the successful completion of courses in seven general education competency areas:

Area A	Written Communications
Area B	Oral and Interpersonal Communications

Area C	Critical Thinking & Ethical Reasoning
Area D	Quantitative Literacy
Area E	Social and Behavioral Sciences Awareness
Area F	Historical, Cultural, and Aesthetic Recognition
Area G	Scientific Reasoning

Competency Areas	Courses
Area A: Written Communications	
Written communications skills are applicable in both the workplace and society. Proficiency in written communication helps students write effectively to ensure strong communication with a variety of audiences, using critical thinking skills, evaluation of sources, and appropriate syntax, mechanics, organization, and style. WCU students completing Written Communications competency requirement courses will:	Online Program Course Offerings: ENGL 130 College Composition I ENGL 230 College Composition II ENGL 250 Technical WritingGround Program Course Offerings: ENGL 140 Written Communications I ENGL 240 Written Communications II
Area B: Oral and Interpersonal Communications	
Oral and interpersonal communication skills are necessary to communicate effectively with diverse audiences and in collaboration with teams. Proficiency in communication and teamwork allows students to critically evaluate communication to have knowledge and awareness of individuals' perspectives in various contexts. WCU students completing Oral and Interpersonal Communications competency requirement courses will:	Online Program Course Offerings: COMM 200 Interpersonal Communications SPCH 140 Public SpeakingGround Program Course Offerings:

	SPCH 142 Oral Communications
Area C: Critical Thinking & Ethical Reasoning	
Critical thinking skills allow students to rationally analyze the decision-making process and understand ethical issues. Students evaluate evidence, arguments, and theories to reason inductively and deductively and reach factual conclusions though the use of digital and or information literacy skills.WCU students completing Critical Thinking and Ethical Reasoning competency requirement courses will:	Online Program Course Offerings: DIG 101 Digital Literacy PHIL 251 Survey of Contemporary Ethics PHIL 340 Critical Thinking PHIL 435 Methods of Conflict ResolutionGround Program Course Offerings: PHIL 341 Critical Reasoning PHIL 434 Medical Ethics and Issues
Area D: Quantitative Literacy	
Quantitative literacy and reasoning skills are necessary to apply mathematical reasoning skills to interpret the world around us. Quantitative reasoning skills help students understand data and mathematical information, solve applied mathematical problems, and function in a mathematical world.WCU students completing Quantitative literacy competency requirement courses will:	Online Program Course Offerings: MATH 102 Applied Mathematics MATH 107 Intermediate Algebra MATH 207 Elementary StatisticsGround Program Course Offerings: MATH 108 College Mathematics I MATH 211 Statistics
Area E: Social and Behavioral Sciences Awareness	
The scientific study of societal relations and human behavior provides students the opportunity to develop a deeper understanding of the	Online Program Course Offerings:

world, people, and relationships around them with an awareness of the impact human behavior has on relationships.WCU students completing social and behavioral sciences awareness competency requirement courses will:	PSYC 160 Introduction to Psychology PSYC 200 Emotional Intelligence SOC 270 Principles of SociologyGround Program Course Offerings: PSYC 160 Introduction to Psychology PSYC 290 Life Span Psychology SOC 280 Sociology
Area F: Historical, Cultural, and Aesthetic Recognition	
Cultural recognition, historical knowledge, and aesthetic awareness provides students an opportunity to develop a deeper understanding of the world, people, and relationships around them with a respect for diversity, and an understanding of equity, bias, norms and inclusion.WCU students completing social responsibility, cultural recognition, and aesthetic awareness competency requirement courses will:	Online Program Course Offerings: HIST 100 US History HUM 360 Cultural DiversityGround Program Course Offerings: HUM 370 Cultural Pluralism
Area G: Scientific Reasoning	
Proficiency in life and physical sciences allows students to solve problems using critical thinking in a scientific framework. This allows students to have a deeper understanding of the problems in front of them to develop a justifiable solution grounded in science.WCU students completing Life and Physical Science competency requirement courses will:	Online Program Course Offerings: BIO 250 General Human Biology SCI 210 Survey of Science and TechnologyGround Program Course Offerings: ANAT 260 Human Anatomy CHEM 280 Chemistry CHEM 285 Biochemistry, DH

MICR 290 Microbiology
PATH 370 Pathophysiology
PHYS 261
Human Physiology

WCYou Experience Requirement (FYS 001, FYS 002, FHE100 or FHE 102)

The WCYou Experience (FYS 001, FYS 002, FHE100 or FHE 102) is designed to support students as they transition to West Coast University, by introducing and connecting them to the culture and expectations of the University through curricular and co-curricular topics created to build a foundation for student success. Within the FYS/FHE course, students will be provided information about campus services, resources, academic support, student life, and the WCU culture.

Students are required to successfully complete WCYou Experience FYS 001, FYS 002, FHE 100 or FHE 102 in the first term at West Coast University. If a student does not successfully complete FYS 001, FYS 002, FHE 100 or FHE 102 due to drop, withdrawal or failure, the student will be enrolled in the course in their second term and must successfully complete the course at that time. Students who do not successfully complete FYS 001, FYS 002, FHE 100 or FHE 102 by the end of their second term may be subject to dismissal from WCU.

Bachelor of Science in Business Administration (BSBA)

Program Location	Distance Education/Online - Bachelor of Science in Business Administration (BSBA) - BSBA - Health Administration and Leadership Track
Program Credits	- Bachelor of Science in Business Administration (BSBA) - 120 Credits - BSBA - Health Administration and Leadership Track - 120 Credits
Program Length*	- Bachelor of Science in Business Administration (BSBA): 10 Trimesters, 160 Instructional Weeks or 20 Trimesters, 320 Instructional Weeks - BSBA - Health Administration and Leadership Track: 10 Trimesters, 160 Instructional Weeks or 20 Trimesters, 320 Instructional Weeks
Time to Complete	- Bachelor of Science in Business Administration (BSBA): 40 Months or 80 Months

- BSBA - Health Administration and Leadership Track:

40 Months or 80 Months

[*] *Program length may vary. WCU distance education programs may not be available to residents in all states.*

Standard Occupational Classification (SOC) Codes: 11-3011.00, 13-0000.00

The online BSBA degree program offers a broad base of foundational knowledge in core areas of business that ensures diversity of training. The program provides students a coherent sense of business knowledge that will prepare them for entry-level employment opportunities in all types of business enterprises including health care organizations, financial institutions, and other business entities.

The BSBA degree program focuses on knowledge and applications that help students to critically think, manage resource, and communicate in a business environment while providing exposure to the core disciplines of business: accounting, marketing, business strategy, and law and ethics.

The BSBA program is intended to improve the student's ability to critically think, promote professional growth and increase their knowledge and understanding of administration in a business setting. The degree offers a broad, general business administration curriculum that addresses critical issues facing today's organizations.

Mission Statement:

The Bachelor of Science in Business Administration program is designed to provide students with foundational knowledge in general business concepts and management theory. Students will develop critical thinking, leadership, and problem-solving skills necessary to serve as effective business professionals in a diverse and ever-changing business landscape.

Program Learning Outcomes

- Demonstrate foundational knowledge of business concepts in accounting, finance, marketing, economics, organizational leadership, management, and business law and ethics.
- Demonstrate critical thinking to analyze and interpret business issues and provide a defensible solution.
- Employ planning, organizing, and leadership skills to manage business information and achieve intended business outcomes.
- Demonstrate knowledge of legal, ethical, and professional responsibilities that drive decision-making of business managers.
- Explore the domestic and global business landscape to identify variables that impact problem solving in a business organization.

ADMISSION REQUIREMENTS

Applicants for the Bachelor of Science in Business Administration must meet the following admissions requirements:

1. Complete an online application for admissions.
2. Participate in an interview with a University Admissions Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations. If the applicant is under the age of 18, enrollment documents must be signed by a parent or guardian.
4. Submit documentation of high school graduation or its equivalent.

5. Individuals with 15 or more college-level credits are required to have a 2.25 GPA in post-secondary education.
    a. Applicants with 15 or more college-level credits and a GPA of 2.0-2.24 may be considered for probationary admission after meeting the following admissions requirements:
        i. The applicant must provide a letter of intent.
        ii. The applicant must be approved for admission following an interview with Program Dean/Director.
        iii. The applicant must satisfy program prerequisites.
        iiii. A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 2.0 on all coursework attempted over the first trimester (two terms). Students who meet this standard will be converted to a full admit status and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their program. Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
        iiiii. Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV, if the student otherwise qualifies for funding, for the first trimester of their program of study while completing the requirements for full admission to their program.
6. Bachelor of Science in Business Administration Transfer Credit Evaluation: Only undergraduate level courses in which a grade of C- or better was received will be evaluated for transfer credit. A maximum of ninety (90) total credits may be considered for transfer, subject to the following criteria:
    a. A maximum of sixty (60) credits may be accepted from alternative credit options such as CLEP/AP/IB/ACE, etc.
    b. A maximum of thirty (30) credits may be accepted from military training or work experience.
    c. All undergraduate students must complete at least thirty (30) credits in-residence at West Coast University.
    d. At least twenty-four (24) of the in-residence credits must come from core program courses.

Additional criteria for transfer credit by type of credit is as follows:

General Education Credits (39 cr.)

- Students may transfer up to thirty-six (36) general education credits. All general education courses considered for transfer credit must reflect content aligned with one or more categories and requirements.
- All students are required to complete FYS002: Foundations of Success.

Elective Credits (30 cr.)

- Students may transfer up to 30 elective course credits.

Program Core & Track Credits (51 cr.)

- Students may transfer up to 27 core and track course credits. All core and track courses considered for transfer credit must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's BSBA program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first semester of coursework in the BSBA program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, they would not be admitted into the program. Please refer to the "Good Standing" policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the BSBA degree. Decisions regarding transferability of credit are made by the BSBA program administrator.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the BSBA program would be subject to the university dismissal policy.

BUSINESS ADMINISTRATION CURRICULUM

General Education Requirements (39 credits)

Prior to Spring I 2024

To achieve the graduation requirement of 120 credits, all students must complete 39 credits of general education courses. Students may request to satisfy general education credit requirements through transfer credit per university policy.

Category and Requirements	**CWCU Course Requirements**	**CTransferable / Options**
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	Written communication courses cover the use of writing as a means of conveying information. In these courses, students will utilize discussions, papers, essays, research, etc. to examine, analyze, and transmit information in an appropriate academic or professional manner. (Transferable courses will generally have ENG, JRN, or COM prefix)	Any course that meets the General Education category and requirements.
A2. Oral	Oral communication courses cover the use of language	Any course that

Communication (2.5 Semester Credits Minimum)	and speech as a means of conveying information. In these courses, students will utilize language and speech to disseminate information to audiences as appropriate. (Transferable courses will generally have SPE, COM, JRN, ENG, or BUS prefix)	meets the General Education category and requirements.
A3. Critical Thinking (5.0 Semester Credits 2 Minimum)	Critical thinking courses provide the skills necessary to make complex decisions. In these courses, students will utilize complex thinking, logic, and other skills to analyze decision making processes. (Transferable courses will generally have PHI, LOG, or COM prefixes	Any course that meets the General Education category and requirements.
A4. Quantitative Reasoning (5 Semester Credits and 2 Courses Minimum)	Quantitative reasoning courses provide the skills to process, analyze, and interpret data. In these courses students will utilize math to solve problems. (Transferable courses generally have MAT or STAT prefixes)	Any course that meets the General Education category and requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition (8 Semester Credits and 3 Courses Minimum)	Social and behavioral science, cultural diversity, and tradition courses cover a broad range of humanities disciplines. Courses in this competency may cover social interactions, human behavior, cultural diversity, aesthetic awareness, art appreciation and creation, history, civic duty, and other areas in the field. (Transferable courses generally have SOC, SSC, PSY, ART, HIS, LIB, ENG, ANT, REL, POL, LNG, CRJ, or related prefixes)	Any course that meets the General Education category and requirements.
B2. Life and Physical Sciences (2.5 Semester Credits and 1 Courses Minimum)	Life and Physical Science courses cover vary disciplines within the scientific field. Courses in this field may cover any scientific discipline within life and physical sciences. (Transferable courses generally have BIO, CHEM, PHYS, ENV, NRM, or SCI prefixes)	Any course that meets the General Education category and requirements.
B3. General Education Capstone (3 Semester Credits)	CAPS 402 (3): General Education Capstone	Non-transferable

In addition to the courses above, all students must complete FYS 002 (3): Foundations of Success (Non-transferable). A minimum of 39 credits is required for graduation

Effective Spring I 2024

A complete list of General Education Competency Outcome requirements and a complete list of WCU General Education Course Offerings are available on the General Education Page.

Category and Requirements	WCU Course Requirements	Transferable / Options
A. Written Communications (5 semester credits and 2 courses minimum)	Any competency area A WCU course	Any college level course meeting competency area A outcomes
B. Oral and Interpersonal Communications (2.5 semester credits minimum and 1 course minimum)	Any competency area B WCU course	Any college level course meeting competency area B outcomes
C. Critical Thinking and Ethical Reasoning (5 semester credits and 2 courses minimum)	Any competency area C WCU course	Any college level course meeting competency area C outcomes
D. Quantitative Literacy (5 semester credits and 2 courses minimum)	Any competency area D course	Any college level course meeting competency area D outcomes
E. Social and Behavioral Sciences Awareness (5 semester credits and 2 courses minimum)	Any competency area E WCU course	Any college level course meeting competency area E outcomes
F. Historical, Cultural, and Aesthetic Recognition (5 semester credits and 2 courses minimum)	Any competency area F WCU course	Any college level course meeting competency area F outcomes
G. Scientific Reasoning (2.5 semester credits minimum and 1 course minimum)	Any competency area G WCU course	Any college level course meeting competency area G outcomes
None	Foundations of Success	Non-Transferable, requirement met by taking FYS 002 (3 credits)

Elective Requirements (30 credits):

To achieve the graduation requirement of 120 credits, all students must complete 30 credits of electives. Students may request to satisfy all or a portion of the elective credit requirements through transfer credit for previous education. Additionally, students may complete available online courses offered by the university to satisfy elective credit (some restrictions apply). Unless otherwise requested, students will take the following university courses to meet the elective requirements.

ACC 225: Financial Accounting or Other Elective

BUS 135: Survey of Economics or Other Elective

BUS 250: Project Management or Other Elective

BUS 350: Corporate Finance or Other Elective

COMM 200: Interpersonal Communication or Other Elective

ENGL 250: Technical Writing or Other Elective

PH 100: Introduction to Public Health or Other Elective

PHIL 435: Methods of Conflict Resolution or Other Elective

PSYC 200: Emotional Intelligence or Other Elective

SCI 210: Survey of Science and Technology or Other Elective

Bridge Courses:

Students who have completed at least thirty-nine (39) credits of coursework with a cumulative GPA of at least 3.0 may also satisfy up to twelve (12) credits of core coursework through the completion of four (4) graduate level bridge courses in-residence. All four (4) in-residence graduate level bridge courses completed as part of an undergraduate program may be used to satisfy graduate requirements.

Business Administration Core and Track Courses (51 credits)

To achieve the graduation requirement of 120 credits, all students must complete 51 credits of core and track courses. Core courses provide students with the specific discipline experience required for the degree. Tracks allow students to create interdisciplinary degrees based on personal career goals. All students will complete at least 39 core course credits as detailed below. The remaining 12 credits are based on the program track the student is enrolled in. The currently available programs are:

- Bachelor of Science in Business Administration (BSBA)
- BSBA - Health Administration and Leadership Track

A minimum grade of a "C" will be required to receive course credit in the BSBA program. Should a student receive a "D+" grade or lower, it will not be considered a passing grade for the BSBA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and meet with the program Chair.

Core courses (39 credits)

Core courses to be completed if no track chosen (12 credits)

Track Courses

Health Administration and Leadership Track:

Track courses to be completed in the Health Administration and Leadership Track (12 credits)

BSBA Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Bachelor of Science in Public Health (BSPH)

Program Location	Distance Education/Online - Bachelor of Science in Public Health (BSPH)
Program Credits	Bachelor of Science in Public Health (BSPH) - 120 Credits
Program Length	Bachelor of Science in Public Health (BSPH) 10 Trimesters, 160 Instructional Weeks or 20 Trimesters, 320 Instructional Weeks
Time to Complete	Bachelor of Science in Public Health (BSPH) 40 Months or 80 Months

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Code: 21-1094.00, 21-1091.00, 21-1093.00, 19-1041, 19-4042, 19-5012

Mission Statement:

The Bachelor of Science in Public Health Program's mission is to cultivate academic and healthcare leaders who can advance and promote public health, by means of a curriculum that strengthens skills, and promotes critical thinking, engagement, and learning.

Program Learning Outcomes

- Analyze health care systems and policies, considering their legal, ethical, economic, and regulatory dimensions, and the roles, influences and responsibilities of the different agencies and branches of government.
- Apply principles of population health, including the science of human health and disease, to identify health-related needs, determinants of health disparities, and opportunities for promoting and protecting health across the life course.
- Incorporate existing knowledge in public health analyses, in recognition of the discipline's focus on evidence-based practice.
- Demonstrate project planning skills, including needs assessment, goal setting, program design/development, implementation, and evaluation.
- Communicate public health messages effectively among diverse populations.
- Explain the history of public health, its philosophy, core values, concepts, and functions across the globe and in society.

ADMISSION REQUIREMENTS

1. Complete an online application for admission.
2. Participate in an interview with a University Advisor.

3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations. If the applicant is under the age of 18, enrollment documents must be signed by a parent or guardian.
4. Submit documentation of high school graduation or equivalent.
5. Individuals with 15 or more college-level credits are required to have a 2.25 GPA in post-secondary education.
    a. Applicants with 15 or more college-level credits and a GPA of 2.0-2.24 may be considered for probationary admission after meeting the following admissions requirements:
        i. The applicant must provide a letter of intent.
        ii. The applicant must be approved for admission following an interview with Program Dean/Director.
        iii. The applicant must satisfy program prerequisites.
        iiii. A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 2.0 on all coursework attempted over the first trimester (two terms). Students who meet this standard will be converted to a full admit status and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their program. Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
        iiiii. Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV, if the student otherwise qualifies for funding, for the first trimester of their program of study while completing the requirements for full admission to their program.
6. Bachelor of Science in Public Health Transfer Credit Evaluation: Only undergraduate level courses in which a grade of C- (70%) or better was received will be evaluated for transfer credit. A maximum of ninety (90) total credits may be considered for transfer, subject to the following criteria:
    a. A maximum of thirty (60) credits may be accepted from alternative credit options, such as CLEP/AP/IB/ACE, etc.
    b. A maximum of thirty (30) credits may be accepted from military training or work experience
    c. All undergraduate students must complete at least thirty (30) credits in-residence at West Coast University
    d. At least twenty-four (24) of the in-residence credits must come from core program courses

Additional criteria for transfer credit by type of credit is as follows:

<u>General Education Credits (39 cr.)</u>

- Students may transfer up to thirty-six (36) general education credits. All general education courses considered for transfer credit must reflect content aligned with one or more of the BSPH general education competencies.
- All students are required to complete FYS002: Foundations of Success or FHE 102: Foundations of Online Higher Education (beginning Spring 2 2024).

<u>Elective Credits (30 cr.)</u>

- Students may transfer up to thirty (30) elective course credits.

<u>Program Core & Track Credits (51 cr.)</u>

- Students may transfer up to twenty-seven (27) core and track course credits. All core and track courses considered for transfer credit must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all post-secondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's BSPH program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first semester of coursework in the BSPH program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, they would not be admitted into the program. Please refer to the "Good Standing" policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the BSPH degree. Decisions regarding transferability of credit are made by the BSPH program Dean or Director.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the BSPH program would be subject to the university dismissal policy.

PUBLIC HEALTH CURRICULUM

To achieve the graduation requirement of 120 credits, all students must complete 39 credits of general education courses. Students may request to satisfy general education credit requirements through transfer credit per university policy.

General Education Requirements

Effective Spring I 2024

A complete list of General Education Competency Outcome requirements and a complete list of WCU General Education Course Offerings are available on the General Education Page.

Category and Requirements	WCU Course Requirements	Transferable / Options
A. Written Communications (5 semester credits and 2 courses minimum)	Any competency area A WCU course	Any college level course meeting competency area A outcomes
B. Oral and Interpersonal Communications (2.5 semester credits minimum and 1 course minimum)	Any competency area B WCU course	Any college level course meeting competency area B outcomes
C. Critical Thinking and Ethical Reasoning (5 semester credits and 2 courses minimum)	Any competency area C WCU course	Any college level course meeting competency area C outcomes
D. Quantitative Literacy (5 semester credits and 2 courses minimum)	Any competency area D course	Any college level course meeting competency area D outcomes
E. Social and Behavioral Sciences Awareness (5 semester credits and 2 courses minimum)	Any competency area E WCU course	Any college level course meeting competency area E outcomes
F. Historical, Cultural, and Aesthetic Recognition (5 semester credits and 2 courses minimum)	Any competency area F WCU course	Any college level course meeting competency area F outcomes
G. Scientific Reasoning (2.5 semester credits minimum and 1 course minimum)	Any competency area G WCU course	Any college level course meeting competency area G outcomes
None	Foundations of Success	Non-Transferable, requirement met by taking FYS 002 (3 credits)

Effective Spring II 2024

A complete list of General Education Competency Outcome requirements and a complete list of WCU General Education Course Offerings are available on the General Education Page.

Category and Requirements	WCU Course Requirements	Transferable / Options
A. Written Communications (5 semester credits and 2 courses minimum)	Any competency area A WCU course	Any college level course meeting competency area A outcomes
B. Oral and Interpersonal Communications (2.5 semester credits minimum and 1 course minimum)	Any competency area B WCU course	Any college level course meeting competency area B outcomes
C. Critical Thinking and Ethical Reasoning (5 semester credits and 2 courses minimum)	Any competency area C WCU course	Any college level course meeting competency area C outcomes
D. Quantitative Literacy (5 semester credits and 2 courses minimum)	Any competency area D course	Any college level course meeting competency area D outcomes
E. Social and Behavioral Sciences Awareness (5 semester credits and 2 courses minimum)	Any competency area E WCU course	Any college level course meeting competency area E outcomes
F. Historical, Cultural, and Aesthetic Recognition (5 semester credits and 2 courses minimum)	Any competency area F WCU course	Any college level course meeting competency area F outcomes
G. Scientific Reasoning (2.5 semester credits minimum and 1 course minimum)	Any competency area G WCU course	Any college level course meeting competency area G outcomes
None	Foundations of Online Higher Education	Non-Transferable, requirement met by taking FHE 102 (3 credits)

Elective Requirements:

To achieve the graduation requirement of 120 credits, all students must complete 30 credits of electives. Students may request to satisfy all or a portion of the elective credit requirements through transfer credit for previous education. Additionally, students may complete available online course offered by the university to satisfy elective credit (some restrictions apply). Unless otherwise requested, students will take the following university courses to meet the elective requirements:

- BUS 250: Project Management 3
- HA 110: Introduction to Healthcare Management 3
- HA 320: Healthcare Policy and Economics 3
- HA 330: Healthcare Regulatory Compliance and Accreditation 3

- HA 420: Quality Performance Management in Healthcare 3
- HA 430: Risk Management in Healthcare 3
- PH 200: Software Applications 3
- PHIL 435: Methods of Conflict Resolution 3
- PSYC 200: Emotional Intelligence 3
- SCI 210: Survey of Science and Technology 3

Total Elective Credit Hour Requirement: 30

Bridge Courses:

Students who have completed at least thirty-nine (39) credits of coursework with a cumulative GPA of at least 3.0 may also satisfy up to nine (9) credits of elective coursework through the completion of three (3) credit graduate level courses in-residence. All in-residence three (3) credit graduate level courses completed as part of an undergraduate program may be used to satisfy graduate requirements.

Public Health Bridge

PH 500: Foundations of Public Health 3

PH 515: Cultural Diversity and Health Disparities in Public Health 3

PH 536: Environmental and Occupational Health *3*

Total Credit Hours: 9

Track courses (12) Credits:

To achieve the graduation requirement of 120 credits, all students must complete 51 credits of core and track courses. Core courses provide students with the specific discipline experience required for the degree. Tracks allow students to create interdisciplinary degrees based on personal career goals. All students will complete at least 39 core course credits as detailed below. The remaining 12 credits are based on the program track the student is enrolled in.

A minimum grade of a "C-" (70%) will be required to receive course credit in the BSPH program. Should a student receive a "D+" (<70%) grade or lower, it will not be considered a passing grade for the BSPH program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and meet with the program Chair.

Students who graduate with either the BSPH or MPH degree may be eligible to take the Certified Health Education Specialist (CHES) exam. CHES is a nationally recognized certification for the health education field. For more information, please visit https://www.nchec.org/ches.

Core Courses (39) Credits:

BPH Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Bachelor of Science in Health Administration (BSHA)

Program Location Distance Education/Online

- Bachelor of Science in Health Administration (BSHA)

- BSHA - Finance Track
- BSHA - Strategic Management Track

Program Credits

Bachelor of Science in Health Administration (BSHA) - 120 Credits
- Bachelor of Science in Health Administration (BSHA)
- BSHA - Finance Track - 120 Credits
- BSHA - Strategic Management Track - 120 Credits

Program Length

Bachelor of Science in Health Administration (BSHA)
10 Trimesters, 160 Instructional Weeks
or
20 Trimesters, 320 Instructional Weeks
- BSHA - Finance Track
10 Trimesters, 160 Instructional Weeks
or
20 Trimesters, 320 Instructional Weeks
- BSHA - Strategic Management Track
10 Trimesters, 160 Instructional Weeks
or
20 Trimesters, 320 Instructional Weeks

Time to Complete

Bachelor of Science in Health Administration (BSHA)
40 Months or 80 Months
- BSHA - Finance Track
40 Months or 80 Months
- BSHA - Strategic Management Track
40 Months or 80 Months

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Codes: 11-3011.00, 43-4051.03, 13-1111.00, 13-2051.00

Mission Statement:

The mission of the Bachelor of Science in Health Administration (BSHA) program is to prepare students from diverse educational and cultural backgrounds for entry-level administrative positions within healthcare service environments. Graduates may use competencies in the areas of operations, financial analysis, policy development, business management, and risk management to promote effective healthcare administration.

Program Learning Outcomes:

- Describe the impact of leadership and collaborative interprofessional teams within healthcare organizations that lead to better patient outcomes.
- Apply financial management and strategic planning principles that lead to effective management decisions.
- Demonstrate core foundational business skills in operation and administration management that lead to informed decision-making for the benefit of the healthcare organization.
- Demonstrate ethical, legal, and compliance matters to support healthcare services.
- Discuss quality and risk improvement standards to optimize the business performance of healthcare organizations.
- Examine information technology to support business management of healthcare systems.

ADMISSION REQUIREMENTS

1. Complete an online application for admission.
2. Participate in an interview with a University Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations. If the applicant is under the age of 18, enrollment documents must be signed by a parent or guardian.
4. Submit documentation of high school graduation or equivalent.
5. Individuals with 15 or more college-level credits are required to have a 2.25 GPA in post-secondary education.
    a. Applicants with 15 or more college-level credits and a GPA of 2.0-2.24 may be considered for probationary admission after meeting the following admissions requirements:
        i. The applicant must provide a letter of intent.
        ii. The applicant must be approved for admission following an interview with Program Dean/Director.
        iii. The applicant must satisfy program prerequisites.
        iiii. A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 2.0 on all coursework attempted over the first trimester (two terms). Students who meet this standard will be converted to a full admit status and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their program. Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.
        iiiii. Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV, if the student otherwise qualifies for funding, for the first trimester of their program of study while completing the requirements for full admission to their program.
6. Bachelor of Science in Health Administration Transfer Credit Evaluation: Only undergraduate level courses in which a grade of C- (70%) or better was received will be evaluated for transfer credit. A maximum of ninety (90) total credits may be considered for transfer, subject to the following criteria:
    a. A maximum of thirty (60) credits may be accepted from alternative credit options, such as CLEP/AP/IB/ACE, etc.
    b. A maximum of thirty (30) credits may be accepted from military training or work experience
    c. All undergraduate students must complete at least thirty (30) credits in-residence at West Coast University
    d. At least twenty-four (24) of the in-residence credits must come from core program courses

Additional criteria for transfer credit by type of credit is as follows:

General Education Credits (39 cr.)

- Students may transfer up to thirty-six (36) general education credits. All general education courses considered for transfer credit must reflect content aligned with one or more of the BSHA general education competencies.
- All students are required to complete FYS002: Foundations of Success or FHE 102: Foundations of Online Higher Education (beginning Spring 2 2024).

Elective Credits (30 cr.)

- Students may transfer up to thirty (30) elective course credits.

Program Core & Track Credits (51 cr.)

- Students may transfer up to twenty-seven (27) core and track course credits. All core and track courses considered for transfer credit must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all post-secondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's BSHA program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first semester of coursework in the BSHA program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, they would not be admitted into the program. Please refer to the "Good Standing" policy for specific information on the terms.;

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the BSHA degree. Decisions regarding transferability of credit are made by the BSHA program Dean or Director.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the BSHA program would be subject to the university dismissal policy.

HEALTH ADMINISTRATION CURRICULUM

To achieve the graduation requirement of 120 credits, all students must complete 39 credits of general education courses. Students may request to satisfy general education credit requirements through transfer credit per university policy.

General Education Requirements

Effective Spring I 2024

Category and Requirements	WCU Course Requirements	Transferable / Options
A. Written Communications (5 semester credits and 2 courses minimum)	Any competency area A WCU course	Any college level course meeting competency area A outcomes
B. Oral and Interpersonal Communications (2.5 semester credits minimum and 1 course minimum)	Any competency area B WCU course	Any college level course meeting competency area B outcomes
C. Critical Thinking and Ethical Reasoning (5 semester credits and 2 courses minimum)	Any competency area C WCU course	Any college level course meeting competency area C outcomes
D. Quantitative Literacy (5 semester credits and 2 courses minimum)	Any competency area D course	Any college level course meeting competency area D outcomes
E. Social and Behavioral Sciences Awareness (5 semester credits and 2 courses minimum)	Any competency area E WCU course	Any college level course meeting competency area E outcomes
F. Historical, Cultural, and Aesthetic Recognition (5 semester credits and 2 courses minimum)	Any competency area F WCU course	Any college level course meeting competency area F outcomes
G. Scientific Reasoning (2.5 semester credits minimum and 1 course minimum)	Any competency area G WCU course	Any college level course meeting competency area G outcomes
None	Foundations of Success	Non-Transferable, requirement met by taking FYS 002(3 credits)

Effective Spring II 2024

A complete list of General Education Competency Outcome requirements and a complete list of WCU General Education Course Offerings are available on the General Education Page.

Category and Requirements	WCU Course Requirements	Transferable / Options
A. Written Communications (5 semester credits and 2 courses minimum)	Any competency area A WCU course	Any college level course meeting competency area A outcomes
B. Oral and Interpersonal Communications (2.5 semester credits minimum and 1 course minimum)	Any competency area B WCU course	Any college level course meeting competency area B outcomes
C. Critical Thinking and Ethical Reasoning (5 semester credits and 2 courses minimum)	Any competency area C WCU course	Any college level course meeting competency area C outcomes
D. Quantitative Literacy (5 semester credits and 2 courses minimum)	Any competency area D course	Any college level course meeting competency area D outcomes
E. Social and Behavioral Sciences Awareness (5 semester credits and 2 courses minimum)	Any competency area E WCU course	Any college level course meeting competency area E outcomes
F. Historical, Cultural, and Aesthetic Recognition (5 semester credits and 2 courses minimum)	Any competency area F WCU course	Any college level course meeting competency area F outcomes
G. Scientific Reasoning (2.5 semester credits minimum and 1 course minimum)	Any competency area G WCU course	Any college level course meeting competency area G outcomes
None	Foundations of Online Higher Education	Non-Transferable, requirement met by taking FHE 102 (3 credits)

Elective Requirements:

To achieve the graduation requirement of 120 credits, all students must complete 30 credits of electives. Students may request to satisfy all or a portion of the elective credit requirements through transfer credit for previous education. Additionally, students may complete available online course offered by the university to satisfy elective credit (some restrictions apply). Unless otherwise requested, students will take the following university courses to meet the elective requirements

BUS 135: Survey of Economics

BUS 220: Introduction to Marketing

BUS 250: Project Management

COMM 200: Interpersonal Communication

ENGL 250: Technical Writing

HA 100: Medical Terminology

HA 400: Principles of Epidemiology

PH 100: Introduction to Public Health

PHIL 251: Survey of Contemporary Ethics

PHIL 435: Methods of Conflict Resolution

Bridge Courses:

Students who have completed at least thirty-nine (39) credits of coursework with a cumulative GPA of at least 3.0 may also satisfy up to twelve (12) credits of core coursework through the completion of four (4) graduate level courses in-residence. All four (4) in-residence graduate level bridge courses completed as part of an undergraduate program may be used to satisfy graduate requirements.

Strategic Management Track:

Track courses to be completed in the Strategic Management Track (12 credits)

Core courses to be completed if no track chosen (12 credits)

Track Courses

Finance Track:

Track courses to be completed in the Finance Track (12 credits)

Health Administration Core Courses

To achieve the graduation requirement of 120 credits, all students must complete 51 credits of core and track courses. Core courses provide students with the specific discipline experience required for the degree. Tracks allow students to create interdisciplinary degrees based on personal career goals. All students will complete at least 39 core course credits as detailed below. The remaining 12 credits are based on the program track the student is enrolled in. The currently available programs are:

-Bachelor of Science in Health Administration (BSHA)

-BSHA – Finance Track

-BSHA – Strategic Management Track

A minimum grade of a "C-" (70%) will be required to receive course credit in the BSHA program. Should a student receive a "D+" (<70%) grade or lower, it will not be considered a passing grade for the BSHA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and meet with the program Chair.

Core Courses (39) Credits:

BSHA Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

DENTAL HYGIENE

Dental Hygiene (BSDH), Bachelor of Science

Program Location	Orange County
Program Credits	124 Credits
Program Length	7 Semesters, 140 Instructional Weeks
Time to Complete	34 Months

Standard Occupational Classification (SOC) Code: 29-2021.00

Program Mission: The Dental Hygiene Program's mission is to impact the future of oral health care by graduating highly qualified dental hygienists through excellence in faculty, education, patient care, innovation, research, community service, public health, and facilities.

Program Philosophy: The WCU Dental Hygiene Program is dedicated to fostering a humanistic culture and a student centered learning environment that prioritizes the holistic development of every individual. Our commitment is reflected in our continuous efforts to regularly evaluate and enhance our evidence based practices, ensuring our program remains responsive to the evolving needs of our students and community. The program promotes open-communication, collaboration, empathy, mutual respect, professional and ethical behavior, inclusivity, leadership and scholarship opportunities, and harmonious relationships among administrators, faculty, students, staff, and alumni.

Program Objective: The objective of the BSDH program is to prepare students to become competent in the knowledge, skills and values of dental hygiene while building upon a liberal arts and science educational background that expands their view of oral health and disparity. This program focuses on the development of dental hygienists as life-long learners with the ability to critically think and with a commitment to professional leadership. Upon program completion and the Dental Hygiene National Board Examination, the graduate will be eligible to take state and regional licensing exams to become a Registered Dental Hygienist [some additional requirements may be necessary depending on the specific state or regional criteria at the time of the examination].

Program Learning Outcomes: Upon successful completion of the program and as required for licensure, the entry-level dental hygienist will be able to:

1. Practice professional behavior in the provision of patient care.
2. Exhibit critical thinking skills through evidence based decision making.
3. Demonstrate effective communication skills with diverse populations.
4. Provide competent oral health care to individuals at all stages of life.
5. Apply public health promotion skills in a variety of settings.
6. Recognize the importance of lifelong learning and professional growth and development to maintain competence in an evolving health care system.

ADMISSION REQUIREMENTS

Applicants, including applicants for advanced standing, for the Bachelor of Science Degree in Dental Hygiene (BSDH) program must:

1. Complete a minimum of 8 hours of observation of at least two dental hygienists in clinical practice. The applicant must have the dental hygienist sign the verification form and the applicant must write a response paper following the stated parameters. Observation hours will not qualify if the license cannot be verified and/or if the applicant observes a dentist or dental assistant. Observation hours are considered as valid for one year;
2. Pass the Assessment Technologies Institute, LLC (ATI™) Test for Essential Academic Skills (TEAS®) (ATI TEAS) with a minimum Individual Total Score at or above 50.0. The applicant must wait one (1) week to retest between the first and second ATI TEAS exam. An applicant has two attempts at the ATI TEAS exam. If an applicant does not pass the ATI TEAS exam after two attempts, the applicant must wait 6 months for a third attempt with a proof of remediation is also required. Passing ATI TEAS scores are valid for one year. Individuals who are unable to score at or above 50.0 may be admitted to the program under the following conditions:
    a. Must achieve a minimum summative score between 120.0 or above and a total score below 50.0 on the ATI TEAS Examination.
    b. Must enroll in General Education courses.
    c. Must meet regularly with an Advisor and assigned tutor.
    d. Pass the ATI TEAS with a minimum composite score of 50.0 in order to progress into Dental Hygiene Core Courses.
    e. Students unable to achieve a passing ATI TEAS score before the conclusion of General Education coursework will be dismissed from the University, however, may reapply for admissions. Those unable to meet the terms of admission to the program may be referred to the Student Conduct Committee and may be dismissed from the university.

Please Note: Application deadlines and information about the ATI TEAS Examination and Dental Hygiene Observation are provided during the application process and at Information Sessions.

Dental Hygiene Transfer Credit Evaluation: Dental hygiene applicants requesting transfer credit evaluation must provide official transcripts no later than the application deadline. Only general education and pre-requisite coursework will be considered and evaluated for transfer credit, and all general education and prerequisite course(s) for the dental hygiene program must have been taken at an appropriately accredited institution. To receive transfer credit for this program, General Education and pre-requisite courses must have been successfully completed with a grade of at least a "C". Science courses must be taken within the last five years to be accepted for transfer credit. Each of the core dental hygiene courses must be taken in-residence and taken in succession. The maximum allowable transfer credits applied to the Dental Hygiene program shall not exceed 40 credits. Authority for all final transfer credit decisions is given to the Program Dean/Chair. Students who submit an application for the Bachelors of Science in Dental Hygiene program without a request for transfer credit evaluation will not be awarded credit for any prior coursework.

Selection Process: Dental Hygiene program applicants will be notified of acceptance status once the completed application and supporting documentation have been evaluated and the selection process has concluded. The selection process includes an objective evaluation of:

- The ATI TEAS sub-scores based on the means for Category S (maximum points possible are Reading 15, Math 20, Science 25, and English and Language Usage 15) and Individual Total Score; and
- The Dental Hygiene Observation verification forms and response paper.

Based on a 100 point scale, 75 maximum points from the ATI TEAS and 25 maximum points from the Dental Hygiene Observation documents, applicants are ranked and selected for admission into the Dental Hygiene program. There is no waiting list for subsequent admission. Applicants not selected must reapply and resubmit all required materials.

Dental Hygiene Deadlines for Previous General Education (GE) and Challenge Credits

Any student petitioning to transfer credits into the Dental Hygiene Program from previously attended institution(s) must submit a sealed transcript from the originating institution by the application deadline. Challenge credit is not available for the Dental Hygiene program core courses.

Dental Hygiene GE Challenge Exam Additional Requirements

GE challenge examinations must be completed by the application deadline. Additionally, prospective Dental Hygiene students must submit a written request to the campus Academic Dean and if approved, the challenge examination will be administered prior to the application deadline and student selection process. There are NO challenge examinations for previous dental hygiene, dental assisting, or dental courses.

PROGRAM INFORMATION AND DISCLOSURES

Dental Hygiene Program Clinical Requirements

Prior to taking the core Dental Hygiene curriculum, Dental Hygiene students must:

1. Meet the requirements as outlined in the "Essential Functions of a Dental Hygienist"*;
2. Obtain a criminal background clearance*;
3. Undergo drug screening and other requirements as applicable to West Coast University policy and/or state licensure requirements*;
4. Meet all clinical requirements including strict adherence to the current institutional Dental Hygiene Program Blood borne Pathogens Policy and Exposure Control Plan and Respiratory Protection Program;
5. Provide acceptable proof of adequate health insurance coverage*;
6. Submit documentation of immunization and tuberculosis clearance*;
7. Provide and maintain a current Basic Life Support (BLS) certification including health care provider CPR with AED*;
8. Expect the hours and days to vary depending on the term schedule;
9. Expect the term schedule to be final and non-negotiable, and if a student refuses a clinical assignment, they will be terminated from the program.

**Information regarding these requirements is provided during the application process and at the Dental Hygiene program orientation.*

Dental Hygiene Licensure Requirements

To practice as a Dental Hygienist in California, you must be licensed in California by the Dental Hygiene Board of California. Applicants must pass the clinical examination, written examination in California dental law ethics, and undergo a criminal history investigation, prior to receiving a license.

1. Complete an application for licensure to include a photograph and verification of graduation from an accredited dental hygiene program.
2. Submit to a Livescan as part of the requirements of the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI). A License will not be issued until the board receives the background information from DOJ.
    a. Processing times may vary, depending on when the Board receives documents from University, agencies, and other states or countries. The time to process an application indicating a prior conviction(s) may take longer than other applications. Delays may also occur with the fingerprint processing by the Department of Justice and/or the Federal Bureau of Investigation (FBI).
    b. Applicants must report any convictions or pleas of nolo contendere even if a subsequent order was issued which expunged or dismissed the criminal record under the provisions of section1203.4 of the Penal Code. Applications may be denied for knowingly falsifying an application pursuant to section 480(c) of the Business and Professions Code.
    c. A license may be denied if the candidate has:

- Been convicted of a crime. A conviction within the meaning of this section means a plea or verdict of guilty or a conviction following a plea nolo contendere. Any action that a board is permitted to take following the has been affirmed on appeal, or when an order granting probation is made suspending the imposition of sentence, irrespective of a subsequent order under the provisions of Section 1203.4 of the Penal Code.
- Done any act involving dishonesty, fraud, or deceit with the intent to substantially benefit himself or herself or another, or substantially injure another.
- Done any act that if done by a licensed Dental Hygienist, would be grounds for suspension or revocation of license.
- Knowingly made a false statement of fact required to be revealed in the application for the license.

d. Notwithstanding any other provision of this code, no person shall be denied a license solely on the basis that he or she has been convicted of a felony if he or she has obtained a certificate of rehabilitation under Chapter 3.5 (commencing with Section 4852.01) of Title 6 of Part 3 of the Penal Code or that he or she has been convicted of a misdemeanor if he or she has met all applicable requirements of the criteria of rehabilitation developed by the board to evaluate the rehabilitation of a person when considering the denial of a license under subdivision (a) of Section 482.

e. The board may deny a license pursuant to this subdivision only if the crime or act is substantially related to the qualifications, functions, or duties of the business or profession for which application is made.

3. Successfully complete the National Board of Dental Examiners' examination for dental hygienist.
4. Provide verification of completion for soft tissue curettage, administration of local anesthetic agents, and administration of nitrous oxide and oxygen.
5. Pay all required fees.

Dental Hygiene Program Disclosure

The Dental Hygiene Board of California will not issue a Registered Dental Hygienist (RDH) license to anyone without a United States – issued social security number. Students who do not have a United States – issued social security number will be ineligible for licensure in the state of California, and therefore will be ineligible for employment as a Registered Dental Hygienist in this state. However, graduates may be eligible for Dental Hygienist licensure in some states that do not require a social security number. Some state boards will issue licensure in their state without residence in the state or a U.S. issued Social Security Number.

Blended Format in the Core Dental Hygiene Courses

Select core courses in the Dental Hygiene program will be offered in a blended delivery format. Blended courses combine traditional or face-to-face classroom instruction with an online learning modality. In preparation for the blended courses, students must:

1. Complete the FYS 001 course (prior to Summer I 2023) or the FHE 100 course (starting Summer I 2023), which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended courses;
2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access as noted in the University Student Handbook.

DENTAL HYGIENE CURRICULUM

General Education

Category and Requirements	WCU Course Requirements	Transferable / Options

Foundational Course	FHE 100 (3): Foundations of Higher Education	Non-transferable
A. Written Communications (6 Semester Credits)	*ENGL 140 (3): Written Communication I *ENGL 240 (3): Written Communication II	Equivalent to ENGL 140Equivalent to ENGL 240
B. Oral and Interpersonal Communications (3 Semester Credits)	*SPCH 142 (3): Oral Communication	Equivalent to SPCH 142
C. Critical Thinking and Ethical Reasoning (3 Semester Credits)	*PHIL 341 (3): Critical Reasoning	Equivalent to PHIL 341
D. Quantitative Literacy (6 Semester Credits)	MATH 108 (3): College Mathematics I MATH 211 (3): Statistics	Equivalent to MATH 108Equivalent to MATH 211
E. Social and Behavioral Sciences (6 Semester Credits)	*PSYC 160 (3): Psychology SOC 280 (3): Sociology	Equivalent to PSYC 160 Equivalent to SOC 280
G. Scientific Reasoning (19 Semester Credits)	ANAT 260 (4): Human Anatomy PHYS 261 (4): Human Physiology CHEM 280 (4): Chemistry CHEM 285 (3): Biochemistry DH MICR 290 (4): General Microbiology	Equivalent to ANAT 260 Equivalent to PHYS 261 Equivalent to CHEM 280 CHEM 285 is Non-transferable Equivalent to MICR 290

A minimum of 46 credits is required for graduation.

Note: The following course must have been taken in the last 5 years: ANAT 260, CHEM 280, CHEM 285, MICR 290, and PHYS 261.

Note: If scheduled, the following courses must have been taken at WCU: FHE 100, and CHEM 285.

Core Dental Hygiene Courses

Program Credit Distribution

BSDH

General Education Semester Credits	46.0
Core Dental Hygiene Semester Credits	78.0
Total Program Semester Credits	124.0

COLLEGE OF NURSING

West Coast University (WCU) is committed to the education of students who have the desire to enter or advance in the nursing profession at various levels of experience. Nursing students are supported through innovative methods to develop critical thinking skills necessary to provide nursing interventions to a diverse population. The mission of the College of Nursing is to provide evidence based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care responsive to the needs of the community and the global society. The philosophy of the College of Nursing is that education is a continuous process, occurring in phases throughout an individual's lifetime. Nurses are lifelong learners and critical thinkers.

The purpose of the Nursing programs at WCU is to provide the essential body of knowledge and experiences necessary to prepare students for the program of their choice based on their level of experience.

College of Nursing Residency Requirements:

- Pre-Licensure Nursing Program: 30 Credits Minimum
- RN-BSN Program: 30 Credits Minimum

Programs in the College of Nursing calculate completion rates for accreditation (i.e. CCNE, CNEA) reporting by dividing the number of students who graduate within a specified reporting period, minus those excluded, by the number of students expected to graduate within the reporting period. Completion rates are calculated using the maximum duration of a program's published program length.

https://westcoastuniversity.smartcatalogiq.com/en/current/west-coast-university-catalog/graduate-programs-of-study/college-of-nursing/

Nursing California Admissions Requirements and Program Information

The Bachelor of Science in Nursing (BSN) track prepares students to develop nursing competencies while building upon a liberal arts education that expands their world view of the global community. The curriculum is sequential and integrates theory from the biological and social sciences to develop clinical reasoning and communication skill in graduates who will be expected to serve as leaders in the changing healthcare environment. Content is presented in a simple to complex format and is organized using seven strands to help conceptualize the professional nursing role, including nursing process, research, therapeutic care, teaching/learning, communications, and role development, and incorporates theory and practice to meet the "Essentials for Baccalaureate Education for Professional Nursing Practice" (AACN, 2008).

Each Essential is presented throughout the curriculum in the classroom and operationalized in clinical settings. Incorporation of the nursing process allows the nursing student to differentiate the independent, dependent, and interdependent functions of nursing.

The General Education courses provide the foundation for the nursing major and continued learning in all educational programs. The addition of both clinical and non-clinical nursing courses in each program prepares graduates for practice at differing levels of experience and responsibility from entry to the nursing profession through the baccalaureate level.

The nursing curriculum provides the opportunity for the student to acquire the professional nursing knowledge and skills necessary to assist patients to an optimal level of health. This is accomplished

through an integration of theoretical nursing knowledge with essential clinical skills. Students are provided the opportunity to practice in a changing health care environment in acute and long-term care facilities, as well as in community settings.

BSN Programs – Learning Outcomes:

Upon graduation from West Coast University, students will have met the following Program Learning Outcomes:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical and social sciences.
2. Plan preventive and population focused interventions with attention to effectiveness, efficiency, cost, and equity.
3. Support therapeutic nursing interventions for patients and families in a variety of healthcare and community settings using evidence based practice.
4. Apply nursing process and critical thinking when providing holistic, patient centered nursing care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Comply with the professional standards of moral, ethical, and legal conduct in practice.
7. Develop an effective communication style to interact with patients, families, and the interdisciplinary health team.
8. Model leadership with providing safe, quality nursing care; coordinating the healthcare team; and when tasked with oversight and accountability for care delivery.
9. Use patient care technology and information systems when providing nursing care in a variety of settings.

PROGRAM INFORMATION AND DISCLOSURES

Pre-Licensure Nursing Requirements prior to clinical assignments (BSN & LVN to BSN and LVN 30 Unit Option):

1. Obtain a criminal background clearance (information on how to obtain this clearance will be provided to students during the enrollment process). A misdemeanor or felony may interfere with clinical placement and subsequent licensure as a Registered Nurse;
2. Submit documentation of required immunizations;
3. Provide and maintain a current American Heart Association Basic Life Support (CPR) for Health Providers;
4. Provide a current Fire Card, where required;
5. Meet the requirements outlined in the "Essentials of RN Job Functions" as documented by a licensed Physician, Nurse Practitioner or Physician Assistant;
6. Undergo drug screening.
7. Provide acceptable proof of adequate health insurance coverage;
8. Comply with clinical site specific requirements.

Nursing Residency Requirements

A minimum of 30 credits must be taken at WCU for the BSN and LVN to BSN programs. Exceptions may be considered.

Registered Nurse Licensure Disclosure - California

The student satisfactorily completing the pre-licensure BSN or LVN to BSN program is eligible to apply for licensure by the California Board of Registered Nursing (BRN). The California Board of Registered Nursing requires that applicants for a nursing license must provide a United States issued

social security number. This requirement will prevent anyone from applying for RN licensure in California and being employed as an RN without a United States issued social security number. Furthermore, prospective students who do not meet this requirement will be unable to sit for the Nursing Board Examination (NCLEX) in California, since the California Board of Registered Nursing will not issue an Authorization to Test (ATT) without a valid social security number.

Examination Fees

Students Enrolled in the August 2013 Term and After

Starting in the August 2013 term, new/reentry students will be required to pay for Authorization to Test (ATT) fees and NCLEX-RN fees as part of the NCLEX Incentive Program. This program is designed to provide a financial incentive for students to pass the examination on first attempt. Upon enrollment in NURS 493 *Integration of Nursing Concepts*, the student account will accrue a one-time charge for examination and licensures fees. The University will forward these funds to Pearson (NCLEX) and the State Board of Nursing. On successfully completing the NCLEX examination on first attempt, the University will refund the testing fees noted above and provide the student with a financial incentive. Please see the campus Testing Coordinator for the NCLEX Incentive Program eligibility criteria.

Immunizations

Based on the CDC Recommended Immunizations for Health-Care Personnel (HCP), all HCPs must submit documentation of immunization to Hepatitis B *(series of three doses with anti-HBs serologic testing 1-2 months after dose #3),* proof of immunity to Hepatitis B, or a signed declination; Measles, Mumps, Rubella (MMR); Varicella (chickenpox); and Tetanus, include Influenza (yearly), Hepatitis A, and Pneumonia. For some individuals, a titer test will be indicated vs. vaccinations. Titer tests showing immunity to listed pathogens are acceptable. Titer tests showing a negative response require appropriate immunizations and follow-up titers must be completed and submitted. Diphtheria and Pertussis (booster every 10 years) are highly recommended immunizations for HCPs. If one or more of the listed immunizations are contraindicated, documentation must be submitted clearly identifying the reason(s). Clinical laboratory reports with the facility stamp and a medical doctor's signature is required. See the Nursing Student Handbook for additional information. WCU's clinical site partners require students to provide proof of immunization against SARS-CoV-2 (COVID-19) to participate in the clinical experience rotation at their site. In addition, healthcare settings require proof of immunization including against SARS-CoV-2 (COVID-19) for employment. If the student is unable to fulfill the clinical site's requirements, they will not be able to progress towards their degree, and may be withdrawn from the program.

For more information on immunizations and vaccines, visit the *Center for Disease Control and Prevention* website at http://www.cdc.gov/vaccines/.

Public Health Nurse Certification

Graduates of the BSN program at West Coast University, and who have obtained an unobstructed RN license in the State of California, will be eligible to apply for Public Health Nurse Certification with the California Board of Registered Nursing (BRN). For information the Public Health Nurse Certification application process, visit the California Board of Registered Nursing website at www.rn.ca.gov

NURS 493 Comprehensive Predictor

Each student will take the ATI Comprehensive Predictor Assessment during the last week of the NURS 493 course. Each student must achieve an ATI predictive probability of passing NCLEX at or above 92%. Each student will have ONE (1) attempt to meet the benchmark.

NURS 493 is graded on a Pass/No Pass scale. Only students who meet the benchmark will be given a "Pass" (P) for the course and be allowed to graduate from the program. Students who do not achieve a score of 92%, will be given a "No Pass" (NP) grade and will need to take NURS 493R at no additional cost or units the following term.

Students scoring at least or above 92% probability of NCLEX success on the ATI Comprehensive Predictor given in week 9 of the course will:

1. Complete a focused review of the Comprehensive Predictor

2. Attend the full ATI Live Review
3. Work through the ATI Live Review Study plan to prepare for NCLEX
4. Students will be enrolled into the Virtual ATI onlne NCLEX review for post-graduation support to prepare for NCLEX. Students scoring below 92% probability of NCLEX success on the ATI Comprehensive Predictor will be required to complete the following:

1. NURS 493R course at no additional cost including:
   a. Completing alternative capstone assignments
   b. Completing ATI assessments
   c. Retaking the ATI Comprehensive Predictor
   d. Attending the ATI Live Review if Comprehensive Predictor is passed.
2. Students who have taken NURS 493R and passed the course will be identified as needing additional support and, after attending the Live Review and meeting all University requirements to graduate and test for NCLEX, will be enrolled in the Virtual ATI online NCLEX review for continued post-graduation review and support to prepare for NCLEX.

Nursing Corequisite Course Drop

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

Transfer Credit Requirement:

To receive transfer credit for this program, previous General Education course must have achieve a grade of at least a "C", and Core courses require a minimum grade of a "C+". Approval on transfer credit is based on the program's discretion.

ADMISSION REQUIREMENTS

BSN and LVN-BSN Admissions Requirements-CALIFORNIA

For Admissibility into the BSN & LVN-BSN Program, Applicants Must Meet the Following Requirements:

1. Submit a completed WCU application for admissions
2. Submit WCU approved documentation of high school graduation or equivalent
   a. Foreign high school diplomas/credentials or their equivalent must have an official evaluation performed by an approved organization)
3. Participate in an admissions interview arranged by a University admissions advisor

Achieve a HESI composite score of 76 or higher

   a. HESI exam scores must be within three (3) years of enrollment date
   b. HESI exam scores below 76 are denied admission
   c. Examination Retake Details
      i. BSN applicants will have a maximum of two attempts, a week apart, to successfully pass the admissions exam.

1. If an applicant does not pass the admissions exam after two attempts, he or she must wait a period of 6 months to retest and must provide proof of remediation.

d. Additional acceptable external scores are eligible for full admission:

i. TEAS score of 43 or higher

1. TEAS exam scores must be within three (3) years of enrollment date

ii. SAT score of 835 or higher or ACT score of 16 or higher

1. SAT or ACT must be within three (3) years of enrollment date

2. WCU only collects Verbal and Quantitative scores for SAT and ACT

4. Complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age)

5. Meet program-specific entrance requirements.

a. Applicants to the LVN-BSN program must provide proof of current unobstructed licensure as a Licensed Vocational Nurse (LVN).

Impacts on Program and/or Core Nursing Start Date

West Coast University accepts students based on seat availability. If application, acceptance and enrollment requirements have not been fulfilled, your Program start date may be impacted as a result of the seat in that Program start date being assigned to another applicant. Applicants must be accepted before a Program start date can be assigned. In order for an applicant to be accepted, they must meet all University and Programmatic Admission Requirements and submit all required documentation in support of their application, including but not limited to:

- All applicable transcripts of post-secondary education
- Proof of high school graduation or equivalency

Your Program start date may be delayed if any of the required documentation is missing. Students are pending acceptance when they have submitted all the required application and enrollment documentation. During this time WCU is waiting for all documentation related to the applicant's postsecondary education and high school completion. Applicants in pending acceptance status will meet with Financial Aid and complete paperwork to make appropriate arrangements for the payment of the tuition and fees associated with the program. Additional circumstances that may have an impact on an applicant's intended Program start date, and/or Core Nursing, start date include the following:

i. Transfer of Credit (TOC) – for completed postsecondary coursework:

The evaluation of transfer credit will have a significant impact on an applicant's intended Program start date, and/or Core Nursing start date.

Applicants applying to West Coast University (WCU) for the Bachelor of Science in Nursing degree program must both (1) disclose TOC at the time of application and (2) submit all applicable official transcripts of post-secondary education for evaluation of transfer credit for completed courses. Official transcripts for TOC are due no later than the last day of the add/drop period of the first term of the Program start date the student begins in. Unofficial transcripts may be submitted initially, but TOC will not be granted without official transcripts.

Applicable transcripts include college or military transcripts, non-traditional learning experiences such as national exams (AP, CLEP, DANTES, WCU Challenge Exam), or training/courses carrying a recommendation from the American Council on Education.

ii. Postsecondary Course(s) In-Progress:

Applicants must also submit all applicable courses in-progress or awaiting a final grade(s) at the time of application to WCU. Applicants with course(s) in-progress at another institution or organization may be considered for transfer prior to the official transcript being provided. However, the pending course(s) may be removed from a student's schedule only after the submission of an unofficial transcript.

All in-progress courses must be completed, and final official transcripts submitted by the add/drop deadline of a student's first term. In-progress courses not completed and submitted by the add/drop deadline, or if the final grade does not meet WCU's Transfer Credit policy, will result in the course(s) remaining on their schedule. Changes to a student's schedule may affect their ability to continue enrollment in the existing term and impact their Financial Aid Package.

iii. Challenge Exam:

Applicants may challenge a course if they meet the requirements outlined in the University catalog under the policies for (1) Challenge Credit and (2) Nursing Challenge Exam Additional Requirements.

Potential Post-Start Delays to BSN Program

If application, enrollment, and acceptance requirements are satisfied, West Coast University (WCU) accepts students leading to a Bachelor of Science in Nursing (BSN) degree based upon seat availability. The BSN Program consists of both a Pre-Nursing (General Education) Component and a Nursing (Core) Component. A student must fulfill the Pre-Nursing (General Education) Component prior to the Nursing (Core) Component. If there is a lack of seat availability in the Nursing (Core) Component, a student's Nursing (Core) Component start date may be postponed. Seat availability in the Nursing (Core) Component start date may be impacted by a variety of factors – some of which are under a student's control, some of which are not, and some of which may be due to actions by state regulators.

Additional circumstances that may have an impact on an applicant's ability to begin the Nursing (Core) Component are listed below:

i. Academic Performance:

In the event a student fails a course or is required to repeat a course, or if a student fails to meet the requirements for clinical courses outlined in items (ii), below, or a student makes a schedule change outlined in items (iii) and (iv), below, that disrupts WCU's planned course sequence, a student may be required to withdraw from the BSN program and reapply for admission. In the event that a student is required to withdraw, all applicable policies related to withdrawals would apply as outlined in the Catalog. A federal financial aid recipient who withdraws or is withdrawn from WCU is subject to a Return of Title IV calculation as described in the "Return of Title IV Funds Policy" in the Catalog, and the recipient-student will be reported to the U.S. Department of Education as having been withdrawn. Any balance due to WCU must be paid in full prior to the student returning, if the student is readmitted.

ii. Meeting the Pre-Licensure Nursing Requirements:

A student must meet all the educational and pre-licensure requirements of the Program, including the Pre-Nursing (General Education) Component, prior to beginning the Nursing (Core) Component. The Pre-Licensure Nursing Requirements prior to clinical assignments are described in the Catalog and include the following:

1. Obtain a criminal background clearance (information on how to obtain this clearance will be provided to students during the enrollment process). A misdemeanor or felony may interfere with clinical placement and subsequent licensure as a Registered Nurse;
2. Submit documentation of required immunizations;
3. Provide and maintain a current American Heart Association Basic Life Support (CPR) for Health Providers;
4. Provide a current Fire Card, where required;
5. Meet the requirements outlined in the "Essentials of RN Job Functions" as documented by a licensed Physician, Nurse Practitioner, or Physician Assistant;
6. Undergo drug screening;
7. Provide acceptable proof of adequate health insurance coverage; and
8. Comply with clinical site-specific requirements.

The failure to satisfy any one of these conditions may result in a delay of the Nursing (Core) Component start date.

iii. Clinical Packets:

All clinical packets must be received no later than 7 weeks prior to the first term that the Nursing (Core) Component curriculum is scheduled to begin. In the event the clinical packet is not submitted on time, the student may not be scheduled for the first term of the Nursing (Core) Component and may be dismissed and withdrawn from the BSN program. A federal financial aid recipient who withdraws or is withdrawn from WCU is subject to a Return of Title IV calculation as described in the "Return of Title IV Funds Policy" in the Catalog, and the recipient-student will be reported to the U.S. Department of Education as having been withdrawn. Any balance due to WCU must be paid in full prior to the student returning, if the student is readmitted.

iv. Course and Program Withdrawal:

Withdrawing from a course(s) at any time, changing programs, altering program pace, or taking a Leave of Absence (LOA) after entering the BSN program could result in changes to a student's course schedule. The change or delay in a student's course schedule will have an impact on the student's ability to begin the Nursing (Core) Component, depending upon seat availability, as discussed below, and may result in a withdrawal from the BSN program.

Students who elect to take a leave of absence (LOA) should know that an institutional LOA is not considered an official leave of absence under the U.S. Department of Education's laws and regulations concerning federal financial student aid, also known as Title IV of the Higher Education Act of 1965, as amended ("Title IV"). When a student takes an institutional LOA, they are deemed to have withdrawn from the University as of the last date of documented attendance prior to the institutional LOA and become ineligible for federal financial aid under Title IV. As a result, a return to Title IV funds calculation will be completed and the student will be reported to the U.S. Department of Education as having been withdrawn. Any balance due to the University must be paid in full prior to the student returning from an institutional LOA. The time on an institutional LOA will be counted against any six (6) month grace period for entering repayment on federal financial aid loans. Students are encouraged to speak with a Financial Aid Officer prior to planning or beginning an institutional LOA For more information on LOAs, please consult the "Leave of Absence Policy", "Return of Title IV Funds Policy," and "Withdrawal and Refund Policy" among other policies in the Catalog.

v. Course Failure:

Any schedule changes due to failure of courses also may impact the student's ability to start the Nursing (Core) Component.

vi. Nursing (Core) Component Seat Availability:

In the event that there are a greater number of students who have advanced to the start of the Nursing (Core) Component than seats available for a specific start date, seat assignments will be made based upon a simple ranking of the students' Cumulative GPA (CGPA) and meet the requirements in the "Good Standing Policy" located in the Catalog. Such an event may occur due to no fault of the student. In the event that students have equal CGPAs, the remaining open spots will be filled based upon the Pre-Nursing (General Education) course record of the remaining students in the term immediately preceding the start of the Nursing (Core) Component.

If a student does not advance to the first term of the Nursing (Core) Component due to seat capacity, the student will be withdrawn from the BSN program and will be placed in the next available seat in the next available start date of the Nursing (Core) Component. A federal financial aid recipient who withdraws or is withdrawn from WCU is subject to a Return of Title IV calculation as described in the "Return of Title IV Funds Policy" in the Catalog, and the recipient-student will be reported to the U.S. Department of Education as having been withdrawn.

BSN & LVN-BSN Postsecondary Transcripts for Transfer Credit Evaluation

BSN or LVN-BSN applicants requesting transfer credit evaluation must provide the applicable official transcripts by the seven (7) calendar days before the start of the term. All general education, prerequisite, and core nursing coursework must have been taken at an appropriately accredited institution. For nursing credits to be considered for transfer credit, there can be only one year

between the end of the last nursing course taken at a previous institution and the beginning of the first course at West Coast University. Exceptions may be considered. Science courses must be taken within the last five years to be accepted for transfer credit. Course syllabi for courses previously taken at another nursing program should be submitted for review to the campus dean for nursing. The maximum allowable transfer credits applied to the BSN program shall not exceed 52 credits of general education. See the Challenge Credit policy for additional information on receiving nursing credit for previously completed nursing courses. Authority for all final transfer credit decisions is given to the Program Dean/Chair.

Transfer credit will not be awarded based on unofficial transcripts and all, however, students will may be scheduled for their first semester of courses based on unofficial transfer credit review . Financial packaging for the first semester will be estimated without transfer credit unless/until official transcripts are received and evaluated. If transfer credit is evaluated after the add/drop date of the first semester, it will be reflected in financial aid offers for the subsequent semester.

BSN & LVN-BSN Postsecondary Transcripts for Veterans

All applicants who are veterans or seeking transfer credits must submit all official applicable postsecondary transcripts prior to by the Add/Drop period deadline on the second Tuesday of the term regardless of applicable transfer credits for timely certification of the veterans request for benefits and receipt of funds. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

LVN-BSN Licensure Requirements

LVN to BSN applicants who possess a current unobstructed LVN license may be admitted into the West Coast University LVN to BSN program without requiring transcripts if they meet all other specific program admission requirements, which would include military training. LVN's who were able to obtain their LVN license using their military training as the academic qualifier and those who have graduated from a school that has since closed and transcripts are no longer available.

BSN and LVN to BSN - Trial Period for Alternate Enrollments – California

- Applicants to the Bachelor of Science in Nursing (BSN) and the Licensed Vocational Nursing to Bachelor of Science in Nursing (LVN to BSN) programs at the California campuses may be accepted on a trial basis once enrollment capacity has been met. These applicants will be admitted as 'Alternate Students'
- Alternate Students 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.
- Alternate Students may attend classes during the Add/Drop period of the first term until they are notified of the final determination of seat availability.
- An Alternate's ability to continue beyond the Add/Drop period is contingent upon a seat becoming available.
- Alternates for which a seat becomes available by the Add/Drop period can continue attendance and be considered a regular student should they choose. An Alternate that chooses to continue attendance will be responsible for institutional charges and become eligible for financial aid.
- Alternate's that choose not to continue attendance will have their enrollment canceled and will be refunded 100 percent of the amount paid in institutional charges.
- If a seat does not become available by end of the Add/Drop period, the Alternate's enrollment will be canceled, and a seat in the next available cohort will be offered.

30 Unit Option Admissions Requirements - California

LVN to RN 30 Unit Option - In addition to the 120 Unit LVN to BSN program, West Coast University offers a 30 unit option for Licensed Vocational Nurses (LVN) as required by the California Board of Registered Nursing (BRN). Students considering taking the 30 unit option will take Physiology, Microbiology, and selected pre-licensure nursing courses. Students who choose the 30 unit option

will not receive a certificate or degree from West Coast University and are not considered a graduate of the University. Students interested in the 30 unit option must declare this option prior to enrolling in the WCU LVN to BSN program. Once students have enrolled and have started the WCU LVN to BSN program, the 30 unit option is not available. Financial aid is not available for students choosing the 30 unit option since this is not a pathway leading to a degree.

Students who successfully complete the LVN to RN 30 Unit Option will be eligible to take the NCLEX-RN examination. *Please contact the campus Nursing department for further details.*

An applicant to the 30-unit option LVN program does not have to take an admission test for entry into the program. The applicant must have an active unencumbered LVN license for admission. If the applicant decides to pursue the LVN-BSN option, admission criteria for the degree program must be met.

RN to BSN (Online) Admissions Requirements

Applicants to the program must meet the following standards:

1. Completion of the application for admission.
2. Complete all University admission requirements.
3. Completion of an associate degree or diploma in nursing from an accredited collegiate institution with a 2.25 CGPA or better.
    a. Applicants can be conditionally admitted into the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period to be admitted to the program.
4. Active unencumbered license as a registered nurse in any U.S. state or territory in which the student is licensed, including the State in which the student completes all assignments for the program.
    a. Military, federal, and foreign-educated nurses must meet this State requirement for nursing licensure.
    b. An active and unencumbered RN license(s) must be maintained throughout the program.
    c. A domestic or foreign medical degree is not equivalent to a nursing degree.
5. Submit official transcripts from any of the programs below approved by the U.S. Department of Education (USDOE) (and any prior courses taken to be considered for transfer credit).
    a. Associate of Science in Nursing
    b. Associate of Applied Science in Nursing
    c. Diploma in Nursing
    d. State-approved nursing program with evidence of an earned RN license in the United States
    e. Foreign nursing equivalency with evidence of an earned RN license in the United States
    f. Associate of Science with evidence of an earned RN license
    g. Associate of Applied Science with evidence of an earned RN license
    h. Non-Nursing Bachelor's Degree with evidence of an earned RN license*
    i. Foreign equivalency with evidence of an earned RN license in the United States*

* Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.

Language Verification Requirements

Students with foreign degrees applying to a nursing program must possess proficiency in English at a level to enable them to succeed in graduate-level studies. The Test of English as a Foreign Language

(TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET) must be taken if the applicant's native language is not English. Results must be sent directly from TOEFL, IELTS, or Duolingo to the West Coast University admissions department. Copies are not acceptable. Your application will not be considered until you have achieved at least the minimum score.

- TOEFL - minimum composite score of 100, with sub-scores of 21 or higher.
- IELTS - minimum overall band score of 7.0, with a speaking band score of 7.0 or higher and other band scores of 6.0 or higher.
- DET - minimum score of 125.

RN-BSN Probational Admission Requirements

Applicants with a CGPA of 2.0-2.24 may be considered for probational admission after meeting the following conditional admissions requirements. Based on review of the applicant packet the Program Dean may request an interview in consideration for admission:

1. The applicant must provide a letter of intent.
2. The applicant must be approved for admission by the Program Dean/Director.
3. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 2.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be administratively withdrawn from the university.

NCLEX Pending

Applicants may be conditionally admitted if they are waiting for their RN licensure to be issued if they meet all other admissions criteria. Proof of licensure must be received by the end of the first term of enrollment, or the student will be dismissed from the PLN program.

Nursing Florida and Texas Admissions Requirements and Program Information

The Bachelor of Science in Nursing (BSN) track prepares students to develop nursing competencies while building upon a liberal arts education that expands their world view of the global community. The curriculum is sequential and integrates theory from the biological and social sciences to develop clinical reasoning and communication skill in graduates who will be expected to serve as leaders in the changing healthcare environment. Content is presented in a simple to complex format and is organized using seven strands to help conceptualize the professional nursing role, including nursing process, research, therapeutic care, teaching/learning, communications, and role development, and incorporates theory and practice to meet the "Essentials for Baccalaureate Education for Professional Nursing Practice" (AACN, 2008).

Each Essential is presented throughout the curriculum in the classroom and operationalized in clinical settings. Incorporation of the nursing process allows the nursing student to differentiate the independent, dependent, and interdependent functions of nursing.

The General Education courses provide the foundation for the nursing major and continued learning in all educational programs. The addition of both clinical and non-clinical nursing courses in each program prepares graduates for practice at differing levels of experience and responsibility from entry to the nursing profession through the baccalaureate level.

The nursing curriculum provides the opportunity for the student to acquire the professional nursing knowledge and skills necessary to assist patients to an optimal level of health. This is accomplished through an integration of theoretical nursing knowledge with essential clinical skills. Students are provided the opportunity to practice in a changing health care environment in acute and long-term care facilities, as well as in community settings.

BSN Programs – Learning Outcomes:

Upon graduation from West Coast University, students will have met the following Program Learning Outcomes:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical and social sciences.
2. Plan preventive and population focused interventions with attention to effectiveness, efficiency, cost, and equity.
3. Support therapeutic nursing interventions for patients and families in a variety of healthcare and community settings using evidence based practice.
4. Apply nursing process and critical thinking when providing holistic, patient centered nursing care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Comply with the professional standards of moral, ethical, and legal conduct in practice.
7. Develop an effective communication style to interact with patients, families, and the interdisciplinary health team.
8. Model leadership with providing safe, quality nursing care; coordinating the healthcare team; and when tasked with oversight and accountability for care delivery.
9. Use patient care technology and information systems when providing nursing care in a variety of settings.

PROGRAM INFORMATION AND DISCLOSURES

Pre-Licensure Nursing Requirements prior to clinical assignments (ADN, BSN & LPN to BSN):

1. Obtain a criminal background clearance (information on how to obtain this clearance will be provided to students during the enrollment process). A misdemeanor or felony may interfere with clinical placement and subsequent licensure as a Registered Nurse;
2. Submit documentation of required immunizations;
3. Provide and maintain a current American Heart Association Basic Life Support (CPR) for Health Providers;
4. Provide a current Fire Card, where required;
5. Meet the requirements outlined in the "Essentials of RN Job Functions" as documented by a licensed Physician, Nurse Practitioner or Physician Assistant;
6. Undergo drug screening.
7. Provide acceptable proof of adequate health insurance coverage;
8. Comply with clinical site specific requirements.

Nursing Residency Requirements

A minimum of 18 credits must be taken at WCU for the ADN program offered in Florida only. Exceptions may be considered.

A minimum of 30 credits must be taken at WCU for the BSN and LPN to BSN programs. Exceptions may be considered.

Registered Nurse Licensure Disclosure - Florida

The student satisfactorily completing the pre-licensure BSN or ADN program is eligible to apply for licensure by the Florida Board of Nursing. The Florida Board of Nursing requires that applicants for a nursing license must provide a United States issued social security number. A United States issued social security number is also required to be eligible to sit for the National Council Licensure Examination (NCLEX) in the state of Florida. This requirement will prevent anyone from applying for RN licensure in Florida and being employed as an RN without a United States issued social security number.

Examination Fees

Students Enrolled in the August 2013 Term and After
Starting in the August 2013 term, new/reentry students will be required to pay for Authorization to Test (ATT) fees and NCLEX-RN fees as part of the NCLEX Incentive Program. This program is designed to provide a financial incentive for students to pass the examination on first attempt. Upon enrollment in NURS 493 *Integration of Nursing Concepts*, the student account will accrue a one-time charge for examination and licensures fees. The University will forward these funds to Pearson (NCLEX) and the State Board of Nursing. On successfully completing the NCLEX examination on first attempt, the University will refund the testing fees noted above and provide the student with a financial incentive. Please see the campus Testing Coordinator for the NCLEX Incentive Program eligibility criteria.

Immunizations
Based on the CDC Recommended Immunizations for Health-Care Personnel (HCP), all HCPs must submit documentation of immunization to Hepatitis B *(series of three doses with anti-HBs serologic testing 1-2 months after dose #3),* proof of immunity to Hepatitis B, or a signed declination; Measles, Mumps, Rubella (MMR); Varicella (chickenpox); and Tetanus, include Influenza (yearly), Hepatitis A, and Pneumonia. For some individuals, a titer test will be indicated vs. vaccinations. Titer tests showing immunity to listed pathogens are acceptable. Titer tests showing a negative response require appropriate immunizations and follow-up titers must be completed and submitted. Diphtheria and Pertussis (booster every 10 years) are highly recommended immunizations for HCPs. If one or more of the listed immunizations are contraindicated, documentation must be submitted clearly identifying the reason(s). Clinical laboratory reports with the facility stamp and a medical doctor's signature is required. See the Nursing Student Handbook for additional information. WCU's clinical site partners require students to provide proof of immunization against SARS-CoV-2 (COVID-19) to participate in the clinical experience rotation at their site. In addition, healthcare settings require proof of immunization including against SARS-CoV-2 (COVID-19) for employment. If the student is unable to fulfill the clinical site's requirements, they will not be able to progress towards their degree, and may be withdrawn from the program.

For more information on immunizations and vaccines, visit the *Center for Disease Control and Prevention* website at http://www.cdc.gov/vaccines/.

Public Health Nurse Certification

Graduates of the BSN program at West Coast University, and who have obtained an unobstructed RN license in the State of California, will be eligible to apply for Public Health Nurse Certification with the California Board of Registered Nursing (BRN). For information the Public Health Nurse Certification application process, visit the California Board of Registered Nursing website at www.rn.ca.gov

NURS 493 Comprehensive Predictor

Each student will take the ATI Comprehensive Predictor Assessment during the last week of the NURS 493 course. Each student must achieve an ATI predictive probability of passing NCLEX at or above 92%. Each student will have ONE (1) attempt to meet the benchmark.

NURS 493 is graded on a Pass/No Pass scale. Only students who meet the benchmark will be given a "Pass" (P) for the course and be allowed to graduate from the program. Students who do not achieve a score of 92%, will be given a "No Pass" (NP) grade and will need to take NURS 493R at no additional cost or units the following term.

Students scoring at least or above 92% probability of NCLEX success on the ATI Comprehensive Predictor given in week 9 of the course will:

1. Complete a focused review of the Comprehensive Predictor
2. Attend the full ATI Live Review
3. Work through the ATI Live Review Study plan to prepare for NCLEX
4. Students will be enrolled into the Virtual ATI onlne NCLEX review for post-graduation support to prepare for NCLEX. Students scoring below 92% probability of NCLEX success on the ATI Comprehensive Predictor will be required to complete the following:

1. NURS 493R course at no additional cost including:
   a. Completing alternative capstone assignments
   b. Completing ATI assessments
   c. Retaking the ATI Comprehensive Predictor
   d. Attending the ATI Live Review if Comprehensive Predictor is passed.
2. Students who have taken NURS 493R and passed the course will be identified as needing additional support and, after attending the Live Review and meeting all University requirements to graduate and test for NCLEX, will be enrolled in the Virtual ATI online NCLEX review for continued post-graduation review and support to prepare for NCLEX.

Nursing Corequisite Course Drop

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

Transfer Credit Requirement:

To receive transfer credit for this program, previous General Education course must have achieve a grade of at least a "C", and Core courses require a minimum grade of a "C+". Approval on transfer credit is based on the program's discretion.

ADMISSION REQUIREMENTS

BSN and LVN/LPN-BSN Admissions Requirements-Florida and Texas

For Admissibility into the BSN & LVN/LPN to BSN Program, Applicants Must Meet the Following Requirements:

1. Submit WCU approved documentation of high school graduation or equivalent
   a. Foreign high school diplomas/credentials or their equivalent must have an official evaluation performed by an approved organization.
2. Participate in an admissions interview arranged by a University Admissions Advisor
3. Achieve an acceptable score as outlined below:

   a. HESI: Achieve a composite score of 76 or higher received within three years of the enrollment date.
   b. TEAS: Receive a score of 43 or higher within three years of enrollment date
   c. ACT/SAT:
      i. SAT score of 835 or higher or ACT score of 16 or higher within three (3) years of the enrollment date.
      ii. WCU only collects Verbal and Quantitative scores for SAT and ACT.
   d. Examination Retake Details:
      i. BSN applicants will have a maximum of two attempts, which cannot occur less than one week apart.
      ii. If an applicant does not pass the admissions exam after two attempts, they must wait one month to retest and provide proof of remediation.

4. Complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age)
5. Meet program-specific entrance requirements.
    a. Applicants to the LVN-BSN program must provide proof of current unobstructed licensure as a Licensed Vocational Nurse (LVN).

BSN & LVN-BSN Post Secondary Transcripts for Transfer Credit Evaluation

BSN and LVN/LPN-BSN applicants requesting transfer credit evaluation must provide official transcripts by the Add/Drop deadline on the second Tuesday of the term. All general education, prerequisite, and core nursing coursework must have been taken at an appropriately accredited institution. For nursing credits to be considered for transfer credit, there can be only one year between the end of the last nursing course taken at a previous institution and the beginning of the first course at West Coast University. Exceptions may be considered. Science courses must be taken within the last five years to be accepted for transfer credit. Course syllabi for courses previously taken at another nursing program should be submitted for review to the campus dean for nursing. The maximum allowable transfer credits applied to the BSN program shall not exceed 52 credits of general education, and for the ADN (Florida only) program shall not exceed 27 credits of general education. See the Challenge Credit policy for additional information on receiving nursing credit for previously completed nursing courses. Authority for all final transfer credit decisions is given to the Program Dean/Chair.

Transfer credit will not be awarded based on unofficial transcripts, however, students may be scheduled for their first semester of courses based on unofficial transfer credit review . Financial packaging for the first semester will be estimated without transfer credit unless/until official transcripts are received and evaluated. If transfer credit is evaluated after the add/drop date of the first semester, it will be reflected in financial aid offers for the subsequent semester.

Concurrent Enrollment: Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation in order to receive transfer credit.

BSN & LVN-BSN Post Secondary Transcripts for Veterans

All applicants who are veterans or seeking transfer credit must submit all official applicable postsecondary transcripts by the Add/Drop deadline on the second Tuesday of the term regardless of applicable transfer credits for timely certification of the veterans request for benefits and receipt of funds. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

LVN/LPN-BSN Licensure Requirements

LVN/LPN to BSN applicants who possess a current unobstructed LVN/LPN license may be admitted into the West Coast University LVN/LPN to BSN program without requiring transcripts if they meet all other specific program admission requirements, which would include military training. LVN/LPN's who were able to obtain their LVN/LPN license using their military training as the academic qualifier and those who have graduated from a school that has since closed and transcripts are no longer available.

ADN Admissions Requirements-Florida Only

Applicants to the Associate Degree in Nursing program must:

1. Submit a completed application for admission.
2. Submit a WCU approved documentation of high school graduation or equivalent.
    a. Foreign high school diplomas/credentials or their equivalent must have an official evaluation performed by an approved organization.
3. Participate in an admissions interview arranged by a University admissions advisor.
4. Achieve a HESI composite score of 80 or higher.

a. HESI exam scores must be within three (3) years of enrollment date.
b. HESI exam scores below 80 are denied admission.
c. Examination Retake Details
    i. ADN applicants will have a maximum of two attempts, a week apart, to successfully pass the admissions exam.
    ii. If an applicant does not pass the admissions exam after two attempts, he or she must wait a period of 1 months to retest and must provide proof of remediation.
d. Additional acceptable external scores are eligible for full admission
    i. TEAS score of 58.7 or higher
        1. TEAS exam scores must be within three (3) years of enrollment date
    ii. SAT score of 1044 or higher or ACT score of 21 or higher
        1. SAT or ACT must be within three (3) years of enrollment date
        2. WCU only collects Verbal and Quantitative scores for SAT and ACT

5. Complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age).
6. Submit documentation of an earned science baccalaureate degree or higher, an MD degree, and/or submit HR documentation from a Clinical Healthcare Partner that shows that the prospective student is already working in a direct or indirect medical patient care position.
    a. LPN applicants are not required to submit earned science baccalaureate degree or higher but must provide proof of an unencumbered license to practice as a Vocational Nurse in Florida as well as official transcripts from completed LPN Program.
7. If a foreign high school diploma is provided as proof of graduation for non-English speaking countries, proof of English proficiency is required by providing one of the below:
    a. TEAS exam scores of at least 69.0% in Reading and 60.0% in English and Language usage,
    b. TOEFL (minimum 500 PBT, 61BT - paper based, internet based),
    c. IELTS (minimum 6.0 on speaking and writing),
    d. Pearson Test of English (minimum of 44; or level 3, 4, or 5 of PTE - general test),
    e. Eiken English Proficiency exam (minimum Pre-1 grade),
    f. Exams identified within the Common European Framework of reference -- Cambridge English: FCE-grade of C or better; or CEFR-B-2 level,
    g. CLEP minimum score of 50 in College Composition or College Composition modular,
    h. Graduate with a C or better from an English as a Second Language (ESL) program, or obtained grades of C or better in college-level English course taken at an accredited English-speaking post-secondary institution.

ADN Post Secondary Transcripts for Transfer Credit Evaluation - (ADN is offered in Florida only)

ADN applicants requesting transfer credit evaluation must provide official transcripts by the Add/Drop deadline on the second Tuesday of the term to be admitted to the university All general education, prerequisite, and core nursing coursework must have been taken at an appropriately accredited institution. For nursing credits to be considered for transfer credit there can be only one year between the end of the last nursing course taken at a previous institution and the beginning of the first course at West Coast University. Exceptions may be considered. Science courses must be taken within the last five years to be accepted for transfer credit. Course syllabi for courses previously taken at another nursing program should be submitted for review to the campus dean for nursing. The maximum allowable transfer credits applied to the BSN program shall not exceed 52 credits of

general education, and for the ADN (Florida only) program shall not exceed 27 credits of general education. See the Challenge Credit policy for additional information on receiving nursing credit for previously completed nursing courses. Authority for all final transfer credit decisions is given to the Program Dean/Chair.

Transfer credit will not be awarded based on unofficial transcripts, however, students may be scheduled for their first semester of courses based on unofficial transfer credit review. Financial packaging for the first semester will be estimated without transfer credit unless/until official transcripts are received and evaluated. If transfer credit is evaluated after the add/drop date of the first semester, it will be reflected in financial aid offers for the subsequent semester.

Concurrent Enrollment: Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation in order to receive transfer credit.

ADN Post Secondary Transcripts for Veterans

All applicants who are veterans or seeking transfer credits must submit all official applicable postsecondary transcripts by the Add/Drop deadline on the second Tuesday of the term regardless of applicable transfer credits for timely certification of the veterans request for benefits and receipt of funds. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

International MD Transfer Policy

West Coast University accepts a general education block transfer credit from any international institution that granted a Medical Doctor (MD) degree and is recognized by the country's Ministry of Education or Department of Education. An MD international graduate has to complete:

- Miami (prior to Spring II 2023) FYS001 and CAPS 401
- Miami (starting Spring II 2023) FHE 100

and prove English proficiency by providing one of the below-listed requirements. If no proof of English proficiency is available, in addition to the above classes, international students must complete WCU ENGL140 (ADN and BSN) and ENGL 240 (BSN Only) with a grade of C or better.

In order for the transfer of general education credits including English courses to be granted one has to:

- Graduate with an MD degree from an international higher education institution that is recognized by the country's Ministry of Education or Department of Education.
- Complete an international transcript equivalency credential evaluation from one of the WCU approved professional evaluation agencies. This evaluation should include: the degree comparability, course by course evaluation, GPA, grade and credit conversion.
- Pass the TEAS exam with a minimum score of 58.7 or composite score of 192.3 or higher.
- Prove English proficiency. This is required by providing either one of the below listed:
  - TEAS exam scores of at least 69.0% in Reading and 60.0% in English and Language usage
  - TOEFL (minimum 500 PBT, 61IBT-paper based, internet based),
  - IELTS (minimum 6.0 on speaking and writing)
  - Pearson Test of English (minimum 44; or level 3,4 or 5 of PTE-general test)
  - Eiken English Proficiency exam (Minimum Pre-1 grade)

- Exams identified within the Common European Framework of reference--Cambridge English: FCE -grade of C or better; or CEFR- B-2 level
- CLEP minimum score of 50 in College Composition or College Composition modular
- Graduated with a grade of C or better from an English as a Second Language (ESL) program, or obtained grades of C or better in college-level English courses taken at an accredited English-speaking post-secondary institution

Nursing (ADN), Associate Degree International MD Transfer List

Course Code	Course Title	Credits
ENGL 140	Written Communication I	3
ANAT 260	Human Anatomy	4
MATH 108	College Mathematics	3
PSYC160	Psychology	3
PHYS 261	Human Physiology	4
SPCH 142	Oral Communication	3
PSYC 290	Lifespan Psychology	3
MICR 290	Microbiology	4

Nursing (BSN), Bachelor of Science Degree - International MD Transfer List

Course Code	Course Title	Credits
ENGL 140	Written Communication I	3
SPCH 142	Oral Communication	3
ENGL 240	Written Communication II	3
MATH 108	College Mathematics	3
PSYC160	Psychology	3
MATH 211	Statistics	3
ANAT 260	Human Anatomy	4
PSYC 290	Lifespan Psychology	3
PHYS 261	Human Physiology	4
HUM 370	Cultural Pluralism	3
CHEM 280	Chemistry	4
PHIL 341	Critical Reasoning	3
MICR 290	Microbiology	4
PATH 370	Pathophysiology	3

RN to BSN (Online) Admissions Requirements

Applicants to the program must meet the following standards:

1. Completion of the application for admission.
2. Complete all University admission requirements.
3. Completion of an associate degree or diploma in nursing from an accredited collegiate institution with a 2.25 CGPA or better.
    a. Applicants can be conditionally admitted into the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period to be admitted to the program.
4. Active unencumbered license as a registered nurse in any U.S. state or territory in which the student is licensed, including the State in which the student completes all assignments for the program.
    a. Military, federal, and foreign-educated nurses must meet this State requirement for nursing licensure.
    b. An active and unencumbered RN license(s) must be maintained throughout the program.
    c. A domestic or foreign medical degree is not equivalent to a nursing degree.
5. Submit official transcripts from any of the programs below approved by the U.S. Department of Education (USDOE) (and any prior courses taken to be considered for transfer credit).
    a. Associate of Science in Nursing
    b. Associate of Applied Science in Nursing
    c. Diploma in Nursing
    d. State-approved nursing program with evidence of an earned RN license in the United States
    e. Foreign nursing equivalency with evidence of an earned RN license in the United States
    f. Associate of Science with evidence of an earned RN license
    g. Associate of Applied Science with evidence of an earned RN license
    h. Non-Nursing Bachelor's Degree with evidence of an earned RN license*
    i. Foreign equivalency with evidence of an earned RN license in the United States*

* Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.

Nursing (LVN/LPN to BSN), Bachelor of Science Degree

Program Location	Los Angeles, Orange County, Ontario, Miami, and Texas
Program Credits	120 Credits
Program Length	7 Semesters, 140 Instructional Weeks or 8 Semester, 160 Instructional Weeks* 10 Semesters, 200 Instructional Weeks*
Time to Complete	34 Months

or

39 Months*

49 Months*

*Only available at the Miami Campus

Standard Occupational Classification (SOC) Codes: 29-1141.00, 25-1072.00

The LVN/LPN to BSN track is a specialized program of study designed specifically for LVN/LPN Nurses. A total of 120 semester credits are required in this program to earn the Bachelor of Science degree in Nursing (BSN). This program requires the completion of general education courses, nursing courses, and specialized health care occupation courses. Courses may be taken online, on campus, or in combination.

The curriculum includes the same general education requirements, including the courses within the area of study, and core nursing courses as the pre-licensure track, except the LVN/LPN to BSN students are *not required* to complete NURS 100, 101L, 120, and 121L. Two transition courses are required: NURS 110 Introduction to Professional Nursing (2 units) and NURS 210L RN Skills Laboratory (1 unit). Upon satisfactory completion of the courses, LVN/LPN to BSN students will receive 9 units of Advanced Placement Credit (NURS 199) for prior learning.

LVN/LPN TO BSN CURRICULUM

General Education within the Area of Study

Approved Credits

General Education Redesign

Prior to Spring I 2024

Category and Requirements	WCU Course Requirements	Transferable / Options
Foundational Course	FYS 001 (0): First Year Seminar (only offered at Los Angeles and Ontario Campuses prior to Spring II 2024) or FHE 100 (3): Foundations of Higher Education (offered at all Campuses; Los Angeles and Ontario Campuses	Non-transferable

	starting Spring II 2024)	
A1- Written Communication (6 Semester Credits)	**ENGL 140 (3): Written Communication I **ENGL 240 (3): Written Communication II	Equivalent to ENGL 140Equivalent to ENGL 240
A2. Oral Communication (3 Semester Credits)	**SPCH 142 (3): Oral Communication	Equivalent to SPCH 142
A3. Critical Thinking (3 Semester Credits)	**PHIL 341 (3): Critical Reasoning	Equivalent to PHIL 341
A4. Quantitative Reasoning (6 Semester Credits)	MATH 108 (3): College Mathematics I MATH 211 (3): Statistics	Equivalent to MATH 108Equivalent to MATH 211
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition (9 Semester Credits)	**PSYC 160 (3): Psychology **PSYC 290 (3): Life Span Psychology **HUM 370 (3): Cultural Pluralism	Equivalent to PSYC 160 Equivalent to PSYC 290 Equivalent to HUM 370
B2. Life and Physical Sciences (12 Semester Credits)	ANAT 260 (4): Human Anatomy PHYS 261 (4): Human Physiology CHEM 280 (4): Chemistry MICR 290 (4): General Microbiology	Equivalent to ANAT 260 Equivalent to PHYS 261 Non-transferable at the Orange County Campus starting Summer I 2023 Equivalent to CHEM 280 Equivalent to MICR 290

B3. General Education Capstone (3 Semester Credits)	CAPS 401 (3): General Education Capstone (only offered at Los Angeles, Ontario Campuses prior to Spring II 2024)	Non-transferable

A minimum of 46 credits is required for graduation.

Effective Spring I 2024

Category and Requirements	**WCU Course Requirements**	**Transferable / Options**
Foundational Course	FYS 001 (0): First Year Seminar (Los Angeles, Ontario and Orange County) or FHE 100 (3): Foundations of Higher Education (Texas, Miami and Orange County)	Non-transferable
A. Written Communications(6 Semester Credits)	*ENGL 140 (3): Written Communication I *ENGL 240 (3): Written Communication II	Equivalent to ENGL 140Equivalent to ENGL 240

B. Oral and Interpersonal Communications (3 Semester Credits)	*SPCH 142 (3): Oral Communication	Equivalent to SPCH 142
C. Critical Thinking and Ethical Reasoning (3 Semester Credits)	*PHIL 341 (3): Critical Reasoning	Equivalent to PHIL 341
D. Quantitative Literacy (6 Semester Credits)	MATH 108 (3): College Mathematics I MATH 211 (3): Statistics	Equivalent to MATH 108Equivalent to MATH 211
E. Social and Behavioral Awareness (6 Semester Credits)	*PSYC 160 (3): Psychology *PSYC 290 (3): Life Span Psychology *HUM 370 (3): Cultural Pluralism	Equivalent to PSYC 160 Equivalent to PSYC 290 Equivalent to HUM 370
F. Historical, Cultural, and Aesthetic Recognition (3 Semester Credits)	*HUM 370 (3): Cultural Pluralism	Equivalent to HUM 370

G. Scientific Reasoning (16 Semester Credits)	ANAT 260 (4): Human Anatomy	Equivalent to ANAT 260
	PHYS 261 (4): Human Physiology	Equivalent to PHYS 261 Non-transferable at all California campuses
	CHEM 280 (4): Chemistry	Equivalent to CHEM 280
	MICR 290 (4): General Microbiology	Equivalent to MICR 290
General Education Capstone (3 Semester Credits)	CAPS 401 (3): General Education Capstone (Los Angeles and Ontario)	Non-transferable

A minimum of 46 credits is required for graduation.

Note: The following course must have been taken in the last 5 years: ANAT 260, CHEM 280, MICR 290, and PHYS 261.

Note: If scheduled, the following courses are to be taken at WCU: FYS 001, FHE 100, CAPS 401, PATH 370 and PHYS 261 (California campuses only).

**As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Core Nursing Courses

Program Credit Distribution (LVN/LPN-BSN)	
Approved Credits from Previous Licensure	9.0
General Education Semester Credits	46.0
General Education within the Area of Study	6.0
Core Nursing Courses	59.0
Total Program Semester Credits	120.0

LVN to RN 30-Unit Option

For additional admissions information and requirements please reach out to the Nursing Department. Information regarding tuition and fees for this program can be found in the Undergraduate Tuition and Fees section of the catalog.

LVN TO RN 30-UNIT OPTION CURRICULUM

This curriculum applies to students who began their program before June 1, 2015.

LVN to RN 30-Unit Courses

Nursing (ADN), Associate Degree

Program Location	Miami
Program Credits	67 Credits
Program Length	4 Semesters, 80 Instructional Weeks
Time to Complete	20 Months

Standard Occupational Classification (SOC) Code: 29-1141.00

Associate degree nursing education provides the basic education necessary to become a registered nurse. Graduates are eligible to sit for NCLEX-RN licensing examination and, if licensed, may practice in structured care settings, including hospitals, long-term care facilities, clinics, and offices. Associate degree nursing education incorporates nursing knowledge, knowledge of key biological and social sciences, and study of the humanities. The length of the program is 20 months and 67 total credits.

Program Learning Outcomes

1. Provide safe, evidence-based patient-centered nursing care by utilizing standards of practice and incorporating concepts and theories from nursing, biological, physical, and social sciences.
2. Utilize critical thinking, clinical reasoning, and the nursing process in the delivery of holistic care for a diverse patient population in common and emerging healthcare setting.
3. Communicate effectively with the interprofessional team, the patient and members of their support systems using a patient-centered approach.
4. Respect the patient preferences, values, and needs in the delivery and management of care.
5. Advocate and collaborate effectively within nursing and the interprofessional team to ensure safe, quality, and cost-effective, and age-appropriate patient-centered care.
6. Incorporate strategies of health promotion, health maintenance, disease prevention, and healing to diverse patients throughout the lifespan.
7. Enhance self-care engagement by considering patient's preferences, culture, spiritual beliefs, educational, and developmental stages in patient instruction or education.
8. Use informatics to communicate, monitor and evaluate patient's data to provide safe care.
9. Demonstrates novice level competencies of best practices of leadership and management skills to coordinate, manage, delegate, supervise, and evaluate care.
10. Assume responsibility and accountability for lifelong professional growth and development.

Clinical requirements

1. In the clinical setting, critical competencies include Therapeutic Nursing, Skills/Safety, the Nursing Process, Accountability and Responsibility, Communication and Collaboration, and Professional Growth and Development. The curriculum includes 14 semester credits of clinical course work totaling 630 hours of clinical practice.

2. Students must pass both theory and the concurrent clinical with at least a 76 percent to progress to the next term.
3. Clinical competencies are written that define and describe the level of competency for the beginning, intermediate and advanced level of nursing student.
4. The curriculum offers a progressive level of theoretical instruction and supervised clinical practice, which ranges from common to complex, and ensures coverage of critical concepts that directly reflect the mission, philosophy, and objectives of the nursing program.

ADN TRANSFER CREDIT EVALUATION (LPN TO ADN PATHWAY)

Applicants with an LPN License will receive be awarded 3 credits of General Education requirements and 9 credits of Nursing Core requirements for a total of 12 credits towards the ADN program. An additional 17 transfer credits may be awarded for General Education requirements. All General Education credits must fall into one of the general education category areas below. Students may request to satisfy general education credit requirements through the standard transfer credit evaluation process.

Applicants with an LPN License are not required to submit an earned science baccalaureate degree or higher but must provide proof of an unencumbered Practical Nurse license in the state of Florida as well as official transcripts from a completed LPN Program.

- The standard transfer credit evaluation process will be followed for coursework from an institution accredited by an agency recognized by the U.S. Department of Education, as referenced below.
- Coursework from a non-accredited institution must proceed through the process for Approval of Non-Accredited Institutions. If approved, the standard transfer credit evaluation process will be followed. If an institution is not approved, no transfer credits may be awarded from that institution.

The University does not require programmatic accreditation of a pre-licensure nursing program for transfer credit evaluation if the institution holds institutional accreditation or if the programmatic accreditation is not required by the state where the program was offered.

Official transcripts are required for a transfer credit evaluation to be completed and final credits to be awarded. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for transfer credit evaluation purposes. Transfer credit evaluations are final and not subject to appeal.

A grade of C- (1.7) or better is required in any general education course in order for transfer credit to be evaluated. Applicants who fail to demonstrate competencies through transcript review are required to complete equivalent course(s) during their program enrollment to meet the graduation requirements. However, where transfer credit is required as part of the admission requirements, a student who is unable to transfer in the required credits will not meet admissions requirements and not be eligible for the program.

Students are advised that not all transfer credit evaluations result in the awarding of the same number of credits, either nursing or general education credits. Transfer credit is in the sole discretion of the receiving institution. All determinations must be made prior to the end of the add drop period, and a lack of determination will also result in the withdrawal of the student. If an institution is not approved, the student will be withdrawn from enrollment. Withdrawals associated with non-approved programs will result in a full refund of all tuition and fees and a cancellation of the enrollment agreement.

Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog for policies governing translation and evaluation of foreign credentials.

All determinations must be made prior to the start of the term or an evaluation resulting in a non-approved institution result in inadmissibility into the program and a cancellation of the enrollment agreement.

This curriculum applies to students matriculating or reentering after April 1, 2023.

General Education Requirements

All science courses must have been taken within the last five calendar years, unless the student possesses a degree or advanced degree in the specific field of study for which the student is seeking transfer credit. Additional information regarding transfer credit is located in the university's catalog under Transfer Credit policy or below.

Category and Requirements	**WCU Course Requirements**	**Transferable / Options**
Foundational Course	FHE 100 (3): Foundations of Higher Education (Starting Spring II 2023)	Non-transferable (not required for students taking part in LPN to ADN Pathway) starting Spring II 2024
A. Written Communications (3 Semester Credits Minimum)	*ENGL 140 (3): Written Communication I	
D. Quantitative Literacy (3 Semester Credits)	MATH 108 (3): College Mathematics I	Equivalent to MATH 108
E. Social and Behavioral Sciences Awareness (3 Semester Credits Minimum)	PSYC 290 (3): Life Span Psychology	Equivalent to PSYC 290
G. Scientific Reasoning (12 Semester Credits Minimum)	ANAT 260 (4): Human Anatomy	Equivalent to ANAT 26Equivalent to PHYS 261
	PHYS 261 (4): Human Physiology MICR 290 (4): General Microbiology	Equivalent to MICR 290

A minimum of 24 credits is required for graduation.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

General Education within Area of Study

PATH 370 Pathophysiology

Total Credit Hours: 3

Program Credit Distribution

General Education Semester Credits	27.0
Core Nursing Credits	40.0
Total Program Semester Credits	67.0

ADN Program Costs

For program costs, please see the Undergraduate Tuition and Fees section.

Nursing (BSN), Bachelor of Science Degree

Program Location	Los Angeles, Orange County, Ontario, Miami, and Texas
Program Credits	120 Credits
Program Length	8 Semesters, 160 Instructional Weeks or
	9 Semester, 180 Instructional Weeks*
	11 Semesters, 220 Instructional Weeks*
Time to Complete	39 Months or
	44 Months*
	54 Months#

* Only available at the Miami Campus

Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00

The purpose of the BSN program is to prepare students to develop nursing competencies while building upon a liberal arts education that expands their world view of the global community. This program focuses on the preparation of nurses who are life-long learners and critical thinkers, and upon completion of the program, will be eligible to take the NCLEX-RN licensing examination to become a Registered Nurse.

A total of 120 semester credits are required to earn the Bachelor of Science Degree in Nursing (BSN), including the completion of general education courses, lower and upper division didactic theory courses, and clinical experience.

Students may be entitled to transfer credit via Challenge Credit, Military Educational Benefit or Transfer Credit policies.

BSN CURRICULUM

General Education Requirements

All science courses must have been taken within the last five calendar years, unless the student possesses a degree or advanced degree in the specific field of study for which the student is seeking transfer credit. Additional information regarding transfer credit is located in the university's catalog under Transfer Credit policy or below.

Category and Requirements	WCU Course Requirements	Transferable / Options
Foundational Course		Non-transferable
A. Written Communication (6 Semester Credits)		Equivalent to ENGL 140Equivalent to ENGL 240
B. Oral and Interpersonal Communications (3 Semester Credits)	* SPCH 142 (3): Oral Communication	Equivalent to SPCH 142
C. Critical Thinking and Ethical Reasoning (3 Semester Credits)	*PHIL 341 (3): Critical Reasoning	Equivalent to PHIL 341
D. Quantitative Literacy (6 Semester Credits)	MATH 108 (3): College Mathematics I MATH 211 (3): Statistics	Equivalent to MATH 108Equivalent to MATH 211
E. Social and Behavioral Sciences Awareness(6 Semester Credits)	* PSYC 160 (3): Psychology * PSYC 290 (3): Life Span Psychology	Equivalent to PSYC 160Equivalent to PSYC 290
F. Historical, Cultural, and Aesthetic Recognition (3 Semester Credits)	* HUM 370 (3): Cultural Pluralism	Equivalent to HUM 370
G. Scientific Reasoning (16 Semester Credits)	ANAT 260 (4): Human Anatomy	Equivalent to ANAT 260
	PHYS 261 (4): Human Physiology	Equivalent to PHYS 261Non-transferable at all

	CHEM 280 (4): Chemistry	CA Campuses
	MICR 290 (4): General Microbiology	Equivalent to CHEM 280 Equivalent to MICR 290
General Education Capstone (3 Semester Credits)	CAPS 401 (3): General Education Capstone (only offered at Los Angeles, Ontario Campuses prior to Spring II 2024)	Non-transferable

A minimum of 46 credits is required for graduation.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

General Education within the Area of Study

Core Nursing Courses

Program Credit Distribution

General Education Semester Credits	46.0
General Education within the Area of Study	6.0
Core Nursing Courses	68.0
Total Program Semester Credits	120.0

BSN Program Costs

For program costs, please see the Undergraduate Tuition and Fees section.

Nursing RN to BSN Online Bachelor of Science

Program Location	Distance Education / Online
Program Credits	120 Credits
Program Length	2 Trimesters, 32 Instructional Weeksor

	3 Trimesters, 48 Instructional Weeks or 5 Trimesters, 80 Instructional Weeks
Time to Complete	8 Monthsor 12 Months or 20 Months

Program length may vary. WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Codes: 29-1141.00, 11-9111.00

This program requires the completion of general education courses and nursing courses. Courses are delivered in an online format.

The RN to BSN degree completion program is a specialized program of study designed specifically for the Registered Nurse (RN) with an Associate Degree or Diploma in Nursing. A total of 120 semester credits are required to earn the Bachelor of Science degree in Nursing.

Mission Statement

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Program Learning Outcomes

Upon graduation, RN to BSN students will:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical, and social sciences.
2. Plan preventative and population focused interventions with attention to effectiveness, efficiency, cost, and equity.
3. Support therapeutic nursing interventions for patients and families in a variety of healthcare and community settings using evidence based practice.
4. Apply nursing process and critical thinking when providing holistic, patient centered nursing care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Comply with the professional standards of moral, ethical, and legal conduct in practice.
7. Develop an effective communication style to interact with patients, families, and the interdisciplinary health team.
8. Model leadership when providing safe, quality nursing care; coordinating the healthcare team; and when tasked with oversight and accountability for care delivery.
9. Use patient care technology and information systems when providing nursing care in a variety of settings.

RN-BSN Transfer Credit Evaluations

To achieve the graduation requirement of 120 credits, all students must complete 39 credits of general education courses (which may be awarded as Transfer Credit or completed at WCU), 30

credits of Upper-Level Nursing to be completed at WCU and to students who attended an institutionally accredited institution may be awarded 51 transfer credits for an active, unencumbered license. All general education credits must fall into one of the general education category areas below. Students may request to satisfy general education credit requirements through transfer credit per university policy.

- The standard transfer credit evaluation process will be followed for coursework from an institution accredited by an agency recognized by the U.S. Department of Education, as referenced below.
- Coursework from a non-accredited institution must proceed through the process for Approval of Non-Accredited Institutions. If approved, the standard transfer credit evaluation process will be followed. If an institution is not approved, no transfer credits may be awarded from that institution.

The University does not require programmatic accreditation of a pre-licensure nursing program for transfer credit evaluation if the institution holds institutional accreditation or if the programmatic accreditation is not required by the state where the program was offered.

Official transcripts are required for a transfer credit evaluation to be completed and final credits to be awarded. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for transfer credit evaluation purposes. Transfer credit evaluations are final and not subject to appeal.

A grade of C- (1.7) or better is required in any general education course in order for transfer credit to be evaluated. Applicants who fail to demonstrate competencies through transcript review are required to complete equivalent course(s) during their program enrollment to meet the graduation requirements. However, where transfer credit is required as part of the admission requirements, a student who is unable to transfer in the required credits will not meet admissions requirements and not be eligible for the program.

Students are advised that not all transfer credit evaluations result in the awarding of the same number of credits, either nursing or general education credits. Transfer credit is in the sole discretion of the receiving institution. All determinations must be made prior to the end of the add drop period, and a lack of determination will also result in the withdrawal of the student. If an institution is not approved, the student will be withdrawn from enrollment. Withdrawals associated with non-approved programs will result in a full refund of all tuition and fees and a cancellation of the enrollment agreement.

Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog for policies governing translation and evaluation of foreign credentials.

All determinations must be made prior to the start of the term or an evaluation resulting in a non-approved institution result in inadmissibility into the program and a cancellation of the enrollment agreement.

General Education Requirements

Prior to Spring I 2024

RN-BSN General Education Requirements

Category and Requirements	WCU Course Requirements	Transferable / Options
A1- Written Communication (3 Semester Credits Minimum)	Written communication courses cover the use of writing as a means of conveying information. In these courses, students will utilize discussions, papers, essays, research, etc. to examine, analyze, and transmit	Any course that meets the General Education category and requirements.

	information in an appropriate academic or professional manner. (Transferable courses will generally have ENG, JRN, or COM prefix)	
A2. Oral Communication (3 Semester Credits Minimum)	Oral communication courses cover the use of language and speech as a means of conveying information. In these courses, students will utilize language and speech to disseminate information to audiences as appropriate. (Transferable courses will generally have SPE, COM, JRN, ENG, or BUS prefix)	Any equivalent courses that meet the General Education categorical requirements.
A3. Critical Thinking (3 Semester Credits Minimum)	Critical thinking courses provide the skills necessary to make complex decisions. In these courses, students will utilize complex thinking, logic, and other skills to analyze decision making processes. (Transferable courses will generally have PHI, LOG, or COM prefixes	Any equivalent courses that meet the General Education categorical requirements.
A4. Quantitative Reasoning (3 Semester Credits Minimum)	Quantitative reasoning courses provide the skills to process, analyze, and interpret data. In these courses students will utilize math to solve problems. (Transferable courses generally have MAT or STAT prefixes)	Any equivalent courses that meet the General Education categorical requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition (3 Semester Credits Minimum)	Social and behavioral science, cultural diversity, and tradition courses cover a broad range of humanities disciplines. Courses in this competency may cover social interactions, human behavior, cultural diversity, aesthetic awareness, art appreciation and creation, history, civic duty, and other areas in the field. (Transferable courses generally have SOC, SSC, PSY, ART, HIS, LIB, ENG, ANT, REL, POL, LNG, CRJ, or related prefixes)	Any course that meets the General Education category and requirements.
B2. Life and Physical Sciences (4 Semester Credits	Life and Physical Science courses cover vary disciplines within the scientific field. Courses in this field may cover any scientific discipline within life and physical	Any course that meets the General Education category

Minimum)	sciences. (Transferable courses generally have BIO, CHEM, PHYS, ENV, NRM, or SCI prefixes)	and requirements.

Effective Spring I 2024

A complete list of General Education Competency Outcome requirements and a complete list of WCU General Education Course Offerings are available on the General Education Page.

Category and Requirements	WCU Course Requirements	Transferable / Options
A. Written Communications (3 semester credits minimum)	Any competency area A WCU course	Any college level course meeting competency area A outcomes
B. Oral and Interpersonal Communications (3 semester credits minimum)	Any competency area B WCU course	Any college level course meeting competency area B outcomes
C. Critical Thinking and Ethical Reasoning (3 semester credits minimum)	Any competency area C WCU course	Any college level course meeting competency area C outcomes
D. Quantitative Literacy (3 semester credits minimum)	Any competency area D course	Any college level course meeting competency area D outcomes
E. Social and Behavioral Sciences Awareness (3 semester credits minimum)	Any competency area E WCU course	Any college level course meeting competency area E outcomes
F. Historical, Cultural, and Aesthetic Recognition (3 semester credits minimum)	Any competency area F WCU course	Any college level course meeting competency area F outcomes
G. Scientific Reasoning (4 semester credits minimum)	Any competency area G WCU course	Any college level course meeting competency area G outcomes

If a post-licensure nursing student cannot provide appropriate documentation evidencing general education transfer credit eligibility at the time of enrollment, the student will be scheduled for General Education classes at West Coast University.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

RN to BSN Online Curriculum

Applicants who have successfully completed a pre-licensure nursing program and who have an active, unencumbered license *may be awarded up to 90 credit hours of transfer credit*. The transfer credit is comprised of up to 51 credits awarded for lower level nursing and an unencumbered license and up to 39 general education credits. Applicants who fail to demonstrate competencies through transcript review are required to complete equivalent course(s).

Students who request transfer credits for courses must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable at admission, students may submit unofficial transcripts by the first day of the student's first course. Official transcripts must be received by the end of the first term In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes. All nursing transferred courses in which a grade of B- or better was received will be evaluated for transfer credit. A grade of C- (1.7) or better is required in general education courses.

RN to BSN (Online) Progression Requirements

1. An active, unencumbered license is required for degree completion and will be verified throughout the program.
2. All course and clinical educational program requirements must be successfully completed to meet graduation requirements. All course and practicum requirements are published in the course syllabi and expanded upon in the Post-Licensure Nursing Student Handbook. Students will have access to course syllabi one week prior to the term start date. Students will have access to the Post-Licensure Nursing Student Handbook after acceptance into the nursing program.
3. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.
4. Students in the RN-BSN program must earn a B- or better in all 400 level or below post-licensure nursing courses. Students will be required to repeat any 400 level or below nursing course for which they scored less than a "B-" the next term the course is offered. Students in the RN-BSN program must earn a B or better in all 500 or 600 level post-licensure nursing courses. Students will be required to repeat any course for which they scored less than a "B" the next term the course is offered. Probationally admitted students are required to adhere to the Probational Admission Policy. Fully admitted students who receive a third non-passing grade in a nursing course will be dismissed from the nursing program. A grade of C- (1.7) or better is required in general education courses.
5. Student Conduct from a Clinical Site.
6. Students in clinical sites will be held to the University's Student Conduct Code. Incidents reported to the student's Program Dean will be reported to the Campus Director of Student Affairs for investigation and potential adjudication and disciplinary sanctions.

Credit Distribution

Required at WCU	30.0
Awarded for college-level, General Education courses	39.0
Awarded for Unencumbered RN Licensure and lower-level nursing courses	51.0
Degree Total	**120.0**

GRADUATE POLICIES AND DISCLOSURES

GRADUATE ACADEMIC AND FINANCIAL AID WARNING

Students will be placed on academic and financial aid warning when their cumulative grade point average (CGPA) falls below the program requirement or they fail to complete the minimum requirement of **all coursework** taken (rate of progress) in the program at the end of any evaluation period in which coursework was taken. A student will be notified of warning status in writing.

The financial aid warning period will last the duration of one semester/trimester, during which time the student will be given the opportunity to raise his or her CGPA to the minimum program requirement and/or meet the completion requirement (rate of progress). During the period on warning, the student remains eligible for Federal Student Financial Aid.

If, at the end of the period on warning, a student raises his or her CGPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will be removed from warning and returned to regular status. A determination of academic and financial aid warning status may not be appealed.

GRADUATE UNIVERSITY DISMISSAL APPEAL POLICY

A student who has been dismissed for the following reasons:

1. failure to maintain satisfactory academic progress according to the standards for their program,
2. conduct reasons,
3. failure to meet program specific grade requirements,

who then disputes the dismissal or who believes there were extenuating circumstances that affected their situation may submit a petition for appeal. Extenuating circumstances may include (but are not limited to), the death of a relative, an injury or illness of the student, or WCU policy or procedures were not followed by University officials. It is the responsibility of the student to ensure he or she meets the terms and conditions of the appeals process in order for the appeal to be reviewed. The process to submit an appeal is as follows:

1. Appeals must be submitted in writing within 30 days of notification to students of decision/situation to be appealed. The Petition to Appeal form must be filled out completely and all supporting documentation/evidence must be included at the time of submission. The written appeal and associated documents are submitted to the Director of Student Affairs, who will forward them to members of the Appeals Committee. The written appeal should include:
    a. Details and description of the decision or situation being appealed
    b. Reason or basis for appeal (for example, explain the type of circumstances that contributed to the failure to maintain satisfactory academic progress)
    c. Documentation that supports the appeal (for example, documentation related to the extenuating event)
    d. Requested remedy being sought
    e. Viable student success action plan (using the Student Services Action Plan form completed by the student) showing how student will support education or behavioral situation if appeal is granted (what the student has done to eliminate those potential problems in the future)

Failure to document the circumstances or submit a completed Petition to Appeal or Student Success Action Plan may result in a denial.

2. The denial of an appeal by the Appeals Committee is final and may not be further appealed.

REQUEST FOR RECONSIDERATION

If the appellant believes the appeals committee decision or action is contrary to University policy or procedures, they may submit a request for reconsideration as long as the request meets the criteria listed below. Requests for reconsideration must be submitted within 10 (ten) days of notification of the Appeals Committee decision.

Requests for Reconsideration must meet one of the following criteria:

1. University policies were applied incorrectly.
2. University procedures were not followed.
3. The Campus Appeals Committee decision is contrary to state or federal law, and/or regulations and/or guidelines.

Appellants must submit a written request for reconsideration to the Secretary for review by the University Appeals Committee at UniversityAppeals@westcoastuniversity.edu. Email requests must include all information and documentation submitted to the University Appeals Committee. Only information submitted to the University Appeals Committee will be considered. A letter citing the reason for the request for reconsideration must be included stating the criteria on which the reconsideration is based, and which aspect of the committee's decision meets the criteria.

The University Appeals Committee Secretary will review the request to ensure the criteria for reconsideration are met. If the request is incomplete or does not meet the criteria, the Secretary notify the student. Submission of the completed appeal form is to be delivered to the Secretary at least three business days prior to the next meeting date. Meetings are held biweekly and the next meeting date to be communicated to the student by the Secretary.

The appellant should present their appeal in person or over zoom to the University Appeals Committee for consideration. They should be prepared to outline the background and context consisting of the grounds for appeal with rationale and evidence as needed to explain the circumstances surrounding the appeal. The written appeal, along with all appellate documents, should include:

1. Details and description of the decision or situation being appealed.
2. Reason or basis for appeal.
3. Documentation that supports the appeal and appeal reason (for example, documentation related to the catastrophic situation or mitigating event).
4. Requested remedy being sought.
5. Viable student success action plan showing how student will support educational or behavioral situation if appeal is granted.
6. The policy/ procedures and/or federal law/ regulations that was allegedly violated.

Once all appeals have been heard, the University Appeals Committee will privately review the cases and will vote during the meeting on all submitted appeals. The verdict on each resolution will be communicated by the Secretary at the conclusion of the meeting to the appellant.

All referenced deadlines and timeframes may be adjusted if both the University and the Appellant are in agreement. Any adjustments must be in writing and signed by both parties.

REINSTATEMENT PROCESS FOR STUDENTS WITH APPROVED APPEALS

When the Appeals Committee approves a student's satisfactory academic progress appeal, the committee will recommend one of the following decisions:

1. Place the student on academic and satisfactory progress probation for one semester in which to raise the student's CGPA and rate (pace) of progress to return to satisfactory academic progress. Should a student who has been given one additional semester fail to return to satisfactory academic progress at the end of the additional semester, the student will be dismissed with no right to appeal.
2. Place the student on an academic plan in consultation with the Dean or Chair of the student's academic program that will enable the student to return to satisfactory academic progress status. The following requirements apply to Academic Plans:
    a. The plan must be of definite duration that may not extend beyond the number of semesters remaining in the student's maximum time frame for the program.
    b. A graduate student must be able to achieve a minimum 3.0 cumulative GPA by the end of the academic plan period.
    c. Upon completion of the academic plan the student must still be able to complete the program within the maximum time frame.
    d. The academic plan must detail courses to be taken, minimum grades expected and the GPA and rate of completion criteria for each semester for the plan.
    e. The academic plan may also provide expectations related to attendance, remediation, conduct, and other measures intended to lead to academic success.
    f. The program Dean/Chair shall be responsible for monitoring student progress for students on academic plans.
    g. Should a student allowed to continue on an academic plan fail to meet any condition of the academic plan, the student will be dismissed without right to appeal.
    h. Students on academic plans that require the student to audit classes will not be eligible for financial aid on the basis of the audited courses. Financial aid eligibility is based on courses taken for credit. Enrollment status is based on courses taken for credit. Students auditing all classes will be considered withdrawn.

Students given an additional semester(s) to return to satisfactory academic progress, or who are allowed to continue under an academic plan are placed on probation for the designated period.

GRADUATE ACADEMIC AND FINANCIAL AID PROBATION

MSN and MHA students placed on academic and financial aid probation must:

1. Achieve at least a term GPA of 3.0 (on a standard 4.0 scale),
2. Successfully complete the credits attempted during the probationary period, and
3. Increase their CGPA and rate (pace) of progress to the level required for satisfactory academic progress.

OTD/MSOT students placed on academic and financial aid probation must:

1. Achieve at least a trimester minimum grade point average as required (on a standard 4.0 scale).
2. Successfully complete the credits attempted during the probationary period
3. Increase their CGPA and rate of progress to the level required for satisfactory academic progress

During the academic and financial aid probationary period, the student will remain eligible for Federal Student Financial Aid. If by the end of any probationary period, a student raises his or her CGPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will be removed from probation and returned to regular status, and be eligible for financial aid. However, if at the end of the probationary period the student fails to meet the minimum CGPA or Academic Plan requirements, or rate of progress requirements, the student will be academically dismissed from the University.

REINSTATEMENT PROCESS FOR STUDENTS WITH NO APPEAL OR DENIED APPEALS

A student who has been academically dismissed for not making satisfactory academic progress (failing to meet the minimum CGPA or rate of progress requirements) may request reinstatement after a semester on dismissal from the program Dean/Chair. In order to qualify for reinstatement, the student must provide documentation that the issues that led to dismissal have been resolved, evidence of remediation, or both to the program Dean/Chair. The program Dean/Chair will consider factors such as grades, attendance, account balance, conduct, and the student's commitment to complete the degree program within the maximum timeframe allowed within the University's policy on Satisfactory Academic Progress in making a decision to reinstate a student.

Dismissed students who are reinstated will sign a new enrollment agreement, be charged tuition consistent with the existing published rate at the time they are reinstated, and be subject to the current policies in effect at the time of their reinstatement. Students who are reinstated under these circumstances will remain in reinstatement status and be ineligible to receive Federal Student Financial Aid until the semester following the semester in which the student's cumulative GPA is 3.0 or higher and the student's rate (pace) of progress is at or above 50%. At this point, the student will be returned to regular status and again become eligible for federal financial aid programs.

MAXIMUM PROGRAM COMPLETION TIMEFRAME FOR GRADUATE STUDENTS

Students are expected to complete their program within the defined maximum program completion time, which may not exceed 200% of the normal time frame. MSOT, OTD, PharmD, DPT, DNP, RN-MSN, MSN, MPA and Graduate Certificate students may not exceed 150% of the normal time frame. The University measures program length based on semester/trimester credit units; therefore, a student is not allowed to attempt more than 200% (150% for programs as listed) of the number of semester/trimester credit units in their degree program of study.

In addition, if at any point a student cannot mathematically complete their program within the maximum timeframe, the student will be found to not be making satisfactory progress and will be dismissed. Students dismissed because they must exceed the maximum timeframe in order to complete the program, may appeal the dismissal. If the appeal is approved, the student must return on an academic plan with a specific new maximum timeframe completion rate. Failure to progress at a pace to complete at or prior to the specified date or with the required GPA will result in the student's dismissal without right of appeal.

The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum allowable time frame. All courses attempted and given a letter grade, including grades not successfully completed such as "D", "F", "I", or "W" will be included as credits attempted and completed in assessing student progress against the maximum allowable time frame. Please see the Grading Scale for grade classifications.

PROGRAM TRANSFERS OR ADDITIONAL DEGREES AND SATISFACTORY ACADEMIC PROGRESS FOR GRADUATE STUDENTS

Students wishing to transfer to a different graduate program must apply to the program and meet that program's admissions criteria to be considered for admission into that program.

GRADUATION REQUIREMENTS FOR GRADUATE STUDENTS

West Coast University grants degrees to students who successfully complete the prescribed program credits and any related requirements. Only graduate level courses will contribute to the successful

completion of the graduate program credits. In order to be eligible for graduation, students must complete the program with a minimum cumulative grade point average of 3.0.

MPA Graduation Requirements

Graduation from the MPA program is predicated on student fulfillment of satisfactory grade point average, professional conduct, and completion of Supervised Clinical Practice Experiences. Graduation requirements include:

- Complete all courses with a grade of 76% or better.
- Achieve a minimum cumulative GPA of 3.0 at program completion.
- Achieve a "Pass" or grade of 76% or better for all summative competency testing.
- Successful completion of all components of the summative evaluation.

MSOT Graduation Requirements

Graduation from the MSOT program is predicated on student fulfillment of satisfactory grade point average, professional conduct, and completion of Fieldwork. Graduation requirements include:

- A student must complete all 72 didactic/practical course credits before they can enter Fieldwork Level II.
- The 24 credit Fieldwork Level II A and B must be completed to graduate.
- Students are allowed a maximum of 3 attempts to complete Fieldwork Level II.
- Students must complete the program within a maximum timeframe of 150% of the published length of the program.
- GPA of 3.0 or better

OTD Graduation Requirements

Graduation from the OTD program is predicated on student fulfillment of satisfactory grade point average, professional conduct, and completion of Fieldwork. Graduation requirements include:

- A student must complete all 80 didactic/practical course credits before they can enter Fieldwork Level II.
- The 24 credit Fieldwork Level II A and B must be completed prior to starting the OTD Culminating Project which must be completed in order to graduate.
- Students are allowed a maximum of 3 attempts to complete Fieldwork Level II.
- Students must complete the program within a maximum timeframe of 150% of the published length of the program.
- GPA of 3.0 or better

GRADUATE PROGRAMS OF STUDY

COLLEGE OF NURSING

West Coast University (WCU) is committed to the education of students who have the desire to enter or advance in the nursing profession at various levels of experience. Nursing students are supported through innovative methods to develop critical thinking skills necessary to provide nursing interventions to a diverse population. The mission of the College of Nursing is to provide evidence based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care responsive to the needs of the community and the global society. The philosophy of the College of Nursing is that education is a continuous process, occurring in phases throughout an individual's lifetime. Nurses are lifelong learners and critical thinkers.

The purpose of the Nursing programs at WCU is to provide the essential body of knowledge and experiences necessary to prepare students for the program of their choice based on their level of experience.

Programs in the College of Nursing calculate completion rates for accreditation (i.e. CCNE, CNEA) reporting by dividing the number of students who graduate within a specified reporting period, minus those excluded, by the number of students expected to graduate within the reporting period. Completion rates are calculated using the maximum duration of a program's published program length.

https://westcoastuniversity.smartcatalogiq.com/en/current/west-coast-university-catalog/undergraduate-programs-of-study/college-of-nursing/

Nursing (DNP), Doctor of Nursing Practice

Program Location	Distance Education/Online- Executive Leadership Track
Program Credits	- Executive Leadership Track: 30 Credits
Program Length*	Executive Leadership Track:- 5 Trimesters, 80 Instructional Weeks
Time to Complete	Executive Leadership Track:- 20 Months

* *Program length may vary. WCU distance education programs may not be available to residents in all states.*

Standard Occupational Classification (SOC) Codes: 11-9111.00, 11-1011.00

Mission Statement

The Doctor of Nursing Practice program exists to promote foundational competencies that are core to all advanced nurse practice in an ever-changing and globally reaching healthcare environment. Academic, practicum, and interpersonal preparation are characterized by increased

depth in organizational and systems' leadership within a culture of integrity and personal accountability. Standards of ethical behavior and decision-making are essential foundations that guide individuals to distinguish ethical principles and to understand the consequences and implications beyond personal and organizational self-interest. By pursuing effective and innovative methodologies through which students utilize administrative knowledge with the ability to analyze problems, structure and facilitate development, and find and implement solutions, WCU graduates have the opportunity to make a positive impact on society.

Program Learning Outcomes

1. Evaluate new practice approaches based on scientific knowledge and theories from nursing.
2. Adapt organizational and systems leadership for quality improvement and systems thinking.
3. Demonstrate clinical scholarship and analytical methods for evidence-based practice.
4. Analyze critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
5. Influence health care policy at institutional, state and/or federal levels.
6. Lead interprofessional teams in the analysis of complex practice and organizational issues.
7. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

ADMISSION REQUIREMENTS

Applicants for the Doctor of Nursing Practice must meet the following admissions requirements:

1. Complete an online application for admission.
2. Masters of Science in Nursing (MSN) degree.
    a. Graduate research methods course with a grade of C- or better.
    b. Applicants with a non-nursing master's degree are required to show prior completion of or take the following graduate level coursework to meet MSN Essentials:
        i. Research, ethics, Policy, Health Promotion
3. Submit official transcripts.
4. GPA of 3.0 or higher.
    a. Applicants with a cumulative graduate GPA of 2.7 to 2.99 may be admitted under probation. A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 3.0 or better on all coursework attempted in the first nine (9) credits in the program. Students failing to meet this requirement by the end of the first nine (9) credits will be dismissed from the program.
    b. Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV, if the student otherwise qualifies for funding, for the first trimester of their program of study while completing the requirements for full admission to their program.
5. Active, unencumbered license as a registered nurse required in the United States.
6. Submit a current resume curriculum vitae, two (2 letters of recommendation, and a one (1) page statement of purpose describing:
    a. The reason for pursuing doctoral study.
    b. Short- and long-term professional and academic goals.
    c. Leadership experience.

7. West Coast University requires proof of English Proficiency. Applicants submitting non-U.S. or non-English transcripts should refer to the University Admissions Requirements section of the catalog.
8. West Coast University offers conditional admission to DNP applicants who are academically qualified but have not met all the conditions for admission.
9. A virtual interview may be conducted as part of the admission process.

Recommendation for admission following an interview with the Admissions Committee. Past academic performance and professional activity will be evaluated, e.g., community, organizational, and volunteer service, and creative professional accomplishments. These qualifications will be evaluated using a rubric to determine the applicant's level of qualification.

Clinical Requirements

Students will complete 1000 post-baccalaureate practice hours. Students will complete experiential hours that support the focus of the DNP. The DNP student will identify a practice problem and a site that will support application-oriented learning for implementation of the DNP project. These sites will require approval by the Clinical Practice Coordinator and the student's nursing faculty advisor must approve the project. Each student will have a preceptor, a healthcare leader at the project site where the student will be completing practice hours and their DNP project.

PROGRAM INFORMATION AND DISCLOSURES

RN License Disclosure

RNs who are not licensed in California, will be required to apply for a California RN license if their clinical practicum is to be completed in California. RNs wishing to complete their clinical practicum in their state of residence (where they resided when they enrolled at WCU for their current program of study) must identify a clinical site in their state of residence with which the university can execute a clinical affiliation agreement. The RN license must be active and unobstructed.

DOCTOR OF NURSING PRACTICE CURRICULUM

To achieve the graduation requirement of 30 credits, all students must complete 30 credits of core and track courses. Core courses provide students with the specific discipline experience required for the degree. All students will complete at least 26 core course credits as detailed below. The remaining 4 credits are based on the program specialty the student is enrolled in. The currently available tracks are:

- DNP – Executive Leadership

Graduate Nursing Core

Core courses to be completed by all students (26 credits)

Executive Leadership Track

Track courses to be completed in the Executive Track (4 credits)

DNP Program Costs

For program costs, please see the Tuition and Fees section.

Nursing, Master of Science Degree

Mission Statement
The graduate program in nursing promotes foundational competencies that are core to advanced nursing practice in an ever-changing and globally reaching health care environment. Both academic, practicum and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of our members. Standards of ethical behavior and decision-making are essential foundations of our graduate education programs, which guide individuals to

distinguish ethical principles and understand the consequences and implications beyond personal and organizational self-interest. By pursuing more effective and innovative methodologies through which students utilize administrative expertise with the foresight to analyze problems, structure and facilitate development, and find and implement solutions, WCU graduates are prepared to make a positive impact on society.

Program Learning Outcomes

Upon graduation, MSN students will:

1. Demonstrate innovative leadership strategies in complex healthcare settings to evaluate health outcomes in culturally diverse populations.
2. Appraise research findings to support evidence-based quality initiatives).
3. Employ communication and information technologies to promote interdisciplinary collaboration and guide clinical decisions.
4. Develop population-based care coordination strategies to promote health and disease management.
5. Present advocacy strategies to influence ethical and fiscally responsible policy and process changes to influence individual health and healthcare systems.

MSN Tracks:

1. Advanced Generalist
2. Informatics
3. Nurse Educator
4. Nurse Leader

MSN Advanced Practice Registered Nurse (APRN) Tracks

1. Family Nurse Practitioner
2. Adult-Gerontology Primary Care Nurse Practitioner
3. Psychiatric Mental Mental Health Nurse Practitioner
4. Adult-Gerontology Acute Care Nurse Practitioner

APRN Core and Specialty

1. Synthesize the core knowledge of advanced pathophysiology, pharmacology, health assessment, and physical examination to develop informed differential diagnoses.
2. Deliver individualized, evidence-based, culturally competent, and equitable person-centered care to diverse populations.
3. Employ therapeutic communication strategies utilizing and emerging technologies to facilitate interdisciplinary collaborative care across the healthcare continuum.
4. Coordinate effective patient-specific care utilizing policies, standards of care, and available resources.
5. Advocate for policy changes that create safe, accessible, and quality health care for patients leading to principles of entrepreneurship and innovation within a dynamic healthcare environment.

Effective Fall I 2024:

APRN Core and Specialty PLOs

1. Integrate nursing science and related fields, such as physiology, statistics, psychosocial, political, financial, genetics, public health and organization sciences in the continued improvement of nursing across the continuum of health care settings.
2. Provide leadership in a variety of settings that promote high quality, safe patient care that also incorporates ethical decision making and effective inter-professional working relationships.

3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards and performance measures necessary to apply quality principles, within any type of organization.
4. Apply evidenced based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate, integrate and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence individual health and health care systems.
7. Communicate and coordinate inter-professionally in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidenced based practices of health promotion and disease prevention using client centered, culturally and age appropriate concepts in the nursing process of services to individuals, families and broad-based aggregate populations.
9. Demonstrate an advanced level of scientific and nursing-specific knowledge with the ability to integrate that knowledge into nursing practice that influences health care outcomes for individual, families, populations and/or systems.

ADMISSION REQUIREMENTS

Applicants for the program must meet the following requirements (MSN All Track Option):

1. Completion of the application for admission.
2. Complete all university admissions requirements.
3. Completion of a Bachelor of Science in Nursing (BSN) from an ACEN, CCNE, or CNEA accredited program, with a 3.0 GPA or better.
4. A valid and unencumbered license as a registered nurse in any US State or territory in which the student is licensed, including the State in which the student completes all assignments for the program.
    a. Military, federal, and foreign-educated nurses must meet this State requirement for nursing licensure.
    b. An active and unencumbered RN license(s) must be maintained throughout the program.
    c. A domestic or foreign medical degree is not equivalent to a nursing degree.
5. Applicants can be conditionally admitted into the first week of the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period to be admitted to the program.

*Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog

MSN Probational Admissions Requirements (Probational Admission not available for Master of Science in Nursing - Advanced Practice Registered Nurse tracks)

Applicants with a CGPA of 2.70-2.99 may be considered for probational admission after meeting the following probational admissions requirements. Based on review of the applicant packet the Program Dean may request an interview in consideration for admission.

1. The applicant must provide a letter of intent.
2. The applicant must be approved for admission by the Program Dean/Director.
3. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these

requirements following the first trimester (two terms) will be administratively withdrawn from the university.

Additional Nurse Practitioner Program Tracks Admission Requirements for Applicants with Nursing Degrees Awarded Outside of the United States

Students with nursing degrees outside of the United States will not be considered for admission into the Post-Masters Nurse Practitioner Programs [Adult-Gerontology Acute Care; Adult-Gerontology Primary Care; Family, and Psychiatric Mental Health]. There are additional requirements for consideration for entry into the MSN Nurse Practitioner Programs. Please see below:

Additional Academic Transcript Requirements

Applicants who have completed the equivalent of a baccalaureate degree or higher at an institution outside of the United States are required to provide official third-party course-by-course evaluations of those academic credentials, verifying the Grade Point Average (GPA) on a 4.0 scale. These evaluations must be completed by a recognized accredited organization such as the National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admissions Officers (AACRAO), or Association of International Credential Evaluators (AICE). Examples of acceptable evaluation services include:

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

In addition, those students applying to any of WCU's MSN and Nurse Practitioner programs [Adult-Gerontology Acute Care; Adult-Gerontology Primary Care; Family, and Psychiatric Mental Health] must have their transcripts from nursing degrees awarded outside the United Stated reviewed by CGFNS International, Inc, and must include computed equivalent grades [course-by-course] and computation of GPA. It is the student's responsibility to pay any fees associated with this evaluation. It is the student's responsibility to cooperate with WCU in providing all essential required documentation for CGFNS and other national certification agencies such as the American Nurses Credentialing Center (ANCC), American Association of Nurse Practitioners (AANP), American Association of Critical Care (AACN), etc. This is to ensure that their foreign course(s) are recognized as if earned in the United States. A written confirmation must be provided to WCU of the student's eligibility to sit for national certification upon successful completion of the program. If the courses are not recognized as equivalent by national certification bodies such as those mentioned above, they will not meet West Coast University eligibility.

Language Verification Requirements

Students with foreign degrees applying to a nursing program must possess proficiency in English at a level to enable them to succeed in graduate-level studies. The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET) must be taken if the applicant's native language is not English. Results must be sent directly from TOEFL, IELTS, or Duolingo to the West Coast University admissions department. Copies are not acceptable. Your application will not be considered until you have achieved at least the minimum score.

•

TOEFL - minimum composite score of 100, with sub-scores of 21 or higher.

•

IELTS – minimum overall band score of 7.0, with a speaking band score of 7.0 or higher and other band scores of 6.0 or higher.

•

DET – minimum score of 125.

Additional Admissions Requirements Advanced Practice Registered Nurse (APRN) Tracks Only:

In addition to the admissions requirements above, applicants to the Master of Science in Nursing - Advanced Practice Registered Nurse tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care RN experience before entering APRN core courses as verified using the experience verification form.
3. Adult-Gerontology Acute Care Track applicants must have one (1) year of intensive care unit (ICU) experience as a registered nurse (RN) within the past 5 years prior to admission as verified using the experience verification form.
4. Psychiatric Mental Health Nurse Practitioner Track applicants must have one (1) year of registered nurse (RN) experience in direct patient care or a minimum of six (6) months of direct patient care experience in psychiatric mental health nursing (preferred) within the last 5 years prior to admission as verified using the experience verification form.
5. Students in MSN APRN tracks will be required to have a Gap Analysis review upon admission.

*Students admitted to APRN tracks under previous admissions requirements and have withdrawn that have completed more than 75% of the credits associated with the program will be re-admitted to the previous version of their program using previous requirements

MSN Nursing Transfer Credits

Students who request transfer credits for courses must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. All nursing transferred courses in which a grade of B or better was received will be evaluated for transfer credit. If students are unable to submit transcripts or transcripts are unavailable, students may submit unofficial transcripts by the student's first day of the first course. Official transcripts must be received by the end of the first term. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

APRN Transfer Credit Gap Analysis

1. All Post Masters Certificates and transfers of credit into the nurse practitioner programs must have an *APRN Transfer Credit Gap Analysis* completed prior to admission acceptance. Students will be required to submit transcripts and may be required to submit course syllabi to determine transfer credit equivalency.
2. Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment course(s) [3P] must have been completed within the last five (5) years with a grade of "B" or better.
3. Any 3P courses that are population specific (e.g., Advanced Pediatric Assessment, Advanced Pathophysiology for the CRNA, Advanced Pathophysiology for the Neonate, Advanced Psychopharmacology, etc.) are not transferable.
4. If courses were taken more than five (5) years from the date of program application, applicants must repeat the course(s).
    a. For Post-Masters Certificate applicants who have taken an equivalent 3P course(s) that is more than five (5) years from the date of program application, transfer of credit may be considered for those who have an active NP certification.
5. Applicants who hold an MSN degree with a focus on education, leadership, informatics, or another area will be required to take essential APRN core courses including Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment prior to the desired focused specialty track courses.
6. APRN specialty courses will not be considered for transfer of credit. APRN specialization coursework must be completed at West Coast University.

Note: Students enrolled in the RN-MSN program must have earned/transferred 72 credits to be eligible for federal Title IV financial aid.

Note: CA BRN related to prescriptive authority may have additional requirements. Some applicants may be required to take additional courses or continuing education equivalence based on licensure board of nursing.

MSN Progression Requirements (All MSN Tracks)

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600-level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress (SAP) policy.

1. Maintain an active, unencumbered RN license throughout the program.
2. An active, unencumbered license is required up to degree completion and will be verified throughout the program.
3. Failure to present a valid RN license may result in dismissal from the university until such a time an active, unencumbered license is obtained.
4. A student in the APRN tracks must participate in two (2) mandatory On-site Intensives (OSI). The OSI brings students to campus or other locations to learn, practice, and demonstrate essential hands-on skills and competencies required by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the missed OSI, and the student must retake the course and complete the OSI to progress in the program.
5. All course and clinical educational program requirements must be successfully completed to meet graduation requirements. All course and practicum requirements are published in the course syllabi and expanded upon in the Post-Licensure Nursing Student Handbook. Students will have access to course syllabi one week prior to the term start date. Students will have access to the Post-Licensure Nursing Student Handbook after acceptance into the nursing program.
6. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.
7. Students in the nursing graduate program must earn a B or better in all post-licensure nursing courses. Students will be required to repeat any course for which they achieved less than a "B" the next term the course is offered. (Minimum passing grade of "B" will be in effect Summer 1 2023 and beyond) Probationally admitted students are required to adhere to the Probational Admission Policy.

    a. Fully admitted students in specialty tracks other than nurse practitioner tracks who receive a third grade less than a "B" in any nurse course will be dismissed from the nurse program.

    b. Fully admitted students in a nurse practitioner track who receive a second grade less than a "B" in any nurse course will be dismissed from the nursing program.
8. Students who fail a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress to the next course and must follow the University's Incomplete policy.
9. Student Conduct from a Clinical Site

    a. Students in clinical sites will be held to the University's Student Conduct Code. Incidents reported to the student's Program Dean will be reported to the Campus Director of Student Affairs for investigation and potential adjudication and disciplinary sanctions.

PROGRAM INFORMATION AND DISCLOSURES

APRN Program RN Licensure Disclosure

Students must hold an active, unencumbered RN license from a WCU State-approved program and complete their clinical practicum in their State of residence [California, Texas, or Florida]. Students must identify a clinical site in their State of residence with which the university can execute a clinical affiliation agreement.

APRN Program Predictor Exam

Each student within the APRN program will take a predictor exam within their final course prior to graduation. Each student will have TWO (2) attempts to meet the benchmark which is graded on a Pass/No Pass scale. Only students who meet the benchmark will be given a "Pass" (P) for the course.

Students who achieve a No Pass" (NP) grade will retake their final course at no additional cost or units the following term. Additionally, students that need to retake will not be impacted by the max fail policy.

Nursing (MSN), Master of Science Degree - Nurse Educator Track

Program Location	Distance Education/Online
Program Semester Credits	30 - Effective Spring II 2023 *(For Spring I 2023 Enrollment use Winter 2022 Catalog for Program Information)*
Program Length*	2 Trimesters - 32 Instructional Weeks or 3 Trimesters - 48 Instructional Weeks or 6 Trimesters - 96 Instructional Weeks
Time to Complete	8 Months, 12 months or 24 Months

* Program Length may vary. WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 11-9111.00

The Nurse Educator track focuses on the development of the nursing professional who can integrate enhanced leadership skills with nursing education in the academic or service setting, to formulate a professional commitment to learning and to contribute to quality improvement. Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from the service setting have contributed to this emerging crisis.

Completion of this program would support eligibility requirements necessary to apply for certification with the National League for Nursing (NLN) as a Certified Nurse Educator (CNE).

Program Learning Outcomes:

1. Integrate advanced nursing knowledge with the role of the nurse educator to facilitate learning in a variety of diverse healthcare and educational environments.
2. Assimilate evidence-based knowledge to design innovative curricula, teaching-learning strategies, assessments, and evaluations.
3. Create collaborative interprofessional partnerships to affect health outcomes for specific populations.

4. Demonstrate innovative teaching strategies through the delivery of learner-centered education.
5. Incorporate culturally responsive teaching practices embracing diversity, equity, and inclusion.
6. Synthesize advanced nursing knowledge to develop outcome-driven health education curriculum.

MSN NURSE EDUCATOR TRACK CURRICULUM

MSN Nurse Educator Track Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Nursing (MSN), Master of Science Degree - Nurse Leader Track

Program Location	Distance Education/Online
Program Credits	30 Credits - Effective Spring II 2023(For Spring I 2023 Enrollment use Winter 2022 Catalog for Program Information)
Program Length*	2 Trimesters, 32 Instructional Weeksor 3 Trimesters, 48 Instructional Weeks or 6 Trimesters, 96 Instructional Weeks
Time to Complete	8 Months, 12 Months, 24 Months

* *Program length may vary. WCU distance education programs may not be available to residents in all states.*

Clinical Hour Requirement: this track requires a total of 135 precepted clinical hours.

Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 11-19111.00

The Nurse Leader track helps to prepare the graduate for the challenges of leading health care organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, research utilization, strategic planning, and financial management, as well as policy development, ethical concepts and practices, and opportunities to collaborate with other health care disciplines. The program helps prepare the nurse leader to lead processes and teams and apply analytical and problem-solving skills to enhance the quality of patient care outcomes in a variety of settings.

Completion of this program would support eligibility requirements necessary to apply for certification with the American Nurses Credentialing Center (ANCC) as a Nurse Executive (NE-BC).

Leader Program Learning Outcomes

1. Apply innovative leadership strategies and organizational management within complex healthcare systems.
2. Employ continuous process improvement using evidence to improve outcomes and affect patient safety and quality measures.

3. Develop strategic initiatives using performance metrics to improve outcomes.
4. Incorporate health policy, regulation, and compliance standards to facilitate positive patient experiences.
5. Analyze business acumen and strategies for financial literacy in complex healthcare systems.
6. Develop entrepreneurial strategies for healthcare systems management.

MSN NURSE LEADER TRACK CURRICULUM

MSN with Nurse Leader Track Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Nursing (MSN-AGPCNP), Master of Science Degree - Adult-Gerontology Primary Care Nurse Practitioner Track

Program Location	Distance Education/Online
Program Credits	49 Credits
Program Length*	
Time to Complete	20 Months or 32 Months

* *Program length may vary. WCU distance education programs are delivered out of the Orange County and Texas campuses, and may not be available to residents in all states.*

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours (prior to Fall 1) and a total of 540 precepted clinical hours (Starting Fall 1).

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) graduate will be ready to lead as an advanced practice nurse in health-related service to diverse populations. The focus of the AGPCNP is the management of common acute and chronic health care problems from late adolescence through older adulthood.

College of Nursing Mission:

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Adult-Gerontology Primary Care Nurse Practitioner Program Purpose:

The Adult-Gerontology Care Primary Care Nurse Practitioner (AGPCNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AGPCNP is to provide primary care to individuals across the adult age spectrum from late adolescence through older adulthood. In addition, AGPCNPs are prepared to provide comprehensive end of life care to adults. The AGPCNP is educated to provide high quality, continual and comprehensive wellness and illness care to adults by providing preventive health services, patient education, disease management and illness prevention. The AGPCNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AGPCNP practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. AGPCNP delivers care may include community health centers and clinics, private medical practices, specialty clinics, health maintenance organizations, Veteran's Administration facilities, Geriatric Evaluation and Management (GEM) units, adult day health centers, assisted living facilities, skilled nursing facilities and other long-term care settings, acute and chronic rehabilitation centers, urgent care and emergency departments.

MSN-AGPCNP CURRICULUM-ONLINE - PRIOR TO FALL I 2024

A student in the MSN Adult-Gerontology Primary Care Nurse Practitioner program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

AGPCNP Core

MSN Core

MSN-AGPCNP CURRICULUM-ONLINE - EFFECTIVE FALL I 2024

A student in the MSN Adult-Gerontology Primary Care Nurse Practitioner program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

MSN Core

AGPCNP Core

Program Credit Distribution

MSN with Adult-Gerontology Primary Care Nurse Practitioner Track

Core Nursing Semester Credits:	**12.0**
Adult Gerontology Nurse Practitioner Track Semester Credits:	**37.0**
Total Program Semester Credits:	**49.0**

MSN with Adult-Gerontology Primary Care Nurse Practitioner Track Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nursing (MSN-FNP), Master of Science Degree - Family Nurse Practitioner Track

Program Location *	Distance Education/Online
Program Credits	53 Credits
Program Length	5 Trimesters, 80 Instructional Weeks or 8 Trimesters, 128 Instructional Weeks
Time to Complete	20 Months or 32 Months

** Program length may vary. WCU distance education programs may not be available to residents in all states.*

Clinical Hour Requirement: this track requires a total of 600 precepted clinical hours (prior to Fall 1) and a total of 540 precepted clinical hours (Starting Fall 1).

Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 29-1171.00

College of Nursing Mission:

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Family Nurse Practitioner Program Purpose:

The Family Nurse Practitioner (FNP) is a registered nurse educated at the Master's level as a nurse practitioner. The focus of care for the FNP is children and adults of all ages, in the context of the family unit. The FNP is educated to provide high-quality, continual, and comprehensive wellness and illness care to children and adults by providing preventive health services, patient education, disease management, and illness prevention. The FNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt healthcare interventions based on individualized assessments of individual/family needs. The FNP practices in the context of community, with broad knowledge, sensitivity, and awareness of the specific needs of people from diverse populations and cultural backgrounds. Family nurse practitioners practice primarily in ambulatory care settings

MSN-FNP Curriculum-Online - Prior to Fall I 2024

A student in the MSN Family Nurse Practitioner online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

MSN Core

FNP Core

MSN-FNP Curriculum-Online - Effective Fall I 2024

A student in the MSN Family Nurse Practitioner online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

MSN Core

FNP Core

Program Credit Distribution

MSN with Family Nurse Practitioner Track

Core Nursing Semester Credits:	**12.0**
Family Nurse Practitioner Track Semester Credits:	**41.0**
Total Program Semester Credits:	**53.0**

MSN with Family Nurse Practitioner Track Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nursing (MSN-AGACNP), Master of Science Degree - Adult Gerontology Acute Care Nurse Practitioner Track

Program Location	Distance Education/Online
Program Credits	50 Credits
Program Length*	4 Trimesters, 64 Instructional Weeks (Prior to Fall 1 2024)5 Trimesters, 80 Instructional Weeks (Effective Fall 1 2024) or 8 Trimesters, 128 Instructional Weeks
Time to Complete	16 Months (Prior to Fall 1 2024)20 Months (Effective Fall 1 2024) or 32 Months

* *Program length may vary. WCU distance education programs may not be available to residents in all states.*

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours (prior to Fall 1) and a total of 540 precepted clinical hours (Starting Fall 1).

Standard Occupational Classification (SOC) Code: 29-1170.00

College of Nursing Mission:

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Adult-Gerontology Acute Care Nurse Practitioner Program Purpose:

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AGACNP is to provide a full range of holistic care and support to adult and gerontology patients with complex and acute conditions. The AGACNP is educated to provide high quality, continual and comprehensive care by providing preventive health services, patient education, and acute care management. The AGACNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AGACNP practices in the context of community, with broad knowledge, sensitivity, and awareness of the specific needs of people from diverse populations and cultural backgrounds. AGACNP delivers care that may include specialty clinics, health maintenance organizations, Veteran's Administration facilities, emergency rooms, intensive care units, and nursing homes or skilled nursing facilities.

AGACNP Accreditation & Approvals Disclosure

The Adult-Gerontology Acute Care Nurse Practitioner coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

MSN-APRN CURRICULUM-ONLINE - EFFECTIVE FALL I 2024

A student in the Adult-Gerontology Acute Care Nurse Practitioner program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

MSN Core

APRN Core (Adult Gerontology Acute Care Nurse Practitioner)

MSN-APRN CURRICULUM-ONLINE - PRIOR TO FALL I 2024

A student in the Adult-Gerontology Acute Care Nurse Practitioner program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

MSN Core

APRN Core (Adult Gerontology Acute Care Nurse Practitioner)

Program Credit Distribution

MSN with Adult Gerontology Acute Care Nurse Practitioner Track

Core Nursing Semester Credits:	**12.0**
APRN Track Semester Credits:	**38.0**
Total Program Semester Credits:	**50.0**

MSN with Adult Gerontology Acute Care Nurse Practitioner Track Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nursing (MSN-PMHNP), Master of Science Degree - Psychiatric-Mental Health Nurse Practitioner Track

Program Location	Distance Education/Online
Program Credits	53 Credits
Program Length*	5 Trimesters, 80 Instructional Weeks or 9 Trimesters, 144 Instructional Weeks
Time to Complete	20 Months or 36 Months

* *Program length may vary. WCU distance education programs may not be available to residents in all states.*

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours (prior to Fall 1) and a total of 540 precepted clinical hours (Starting Fall 1).

Standard Occupational Classification (SOC) Code: 29-1170.00

MSN-APRN Curriculum-Online - Prior to Fall I 2024

A student in the MSN Advanced Practice Registered Nurse (APRN) online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

(August 1, 2015 and thereafter) (To locate curriculum for courses begun prior to August 1, 2015, please see the 2015-2016 West Coast University Catalog)

MSN Core

APRN Core

MSN-APRN Curriculum-Online - Effective Fall I 2024

A student in the MSN Advanced Practice Registered Nurse (APRN) online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

(August 1, 2015 and thereafter) (To locate curriculum for courses begun prior to August 1, 2015, please see the 2015-2016 West Coast University Catalog)

MSN Core

APRN Core

Program Credit Distribution

MSN with Psychiatric-Mental Health Nurse Practitioner Track

Core Nursing Semester Credits:	**12.0**
APRN Track Semester Credits:	**41.0**
Total Program Semester Credits:	**53.0**

MSN with Psychiatric-Mental Health Nurse Practitioner Track Program Costs

For program costs, please see the Graduate Tuition and Fees section.

RN to MSN - Nurse Educator Track, RN to MSN - Advanced Practice Registered Nurse Tracks, RN to MSN - Nurse Leadership Track

Program Location Distance Education/Online

- - RN-MSN Nurse Educator
- - RN-MSN Nurse Leader
- - RN-MSN Adult-Gerontology Primary Care Nurse Practitioner

- - RN-MSN Family Nurse Practitioner
- - RN-MSN Psychiatric-Mental Health Nurse Practitioner
- - RN-MSN Adult-Gerontology Acute Care Nurse Practitioner

Program Credits RN-MSN

- - RN-MSN Nurse Educator - 135 Credits - Effective Spring II 2023
- (For Spring I 2023 Enrollment Use Winter 2022 Catalog for Program Information)
- - RN-MSN Nurse Leader - 135 Credits - Effective Spring II 2023
- (For Spring I 2023 Enrollment Use Winter 2023 for Program Information)
- - RN-MSN Adult-Gerontology Primary Care Nurse Practitioner - 154 Credits
- - RN-MSN Family Nurse Practitioner - 158 Credits
- - RN-MSN Psychiatric-Mental Health Nurse Practitioner - 158 Credits
- - RN-MSN Adult-Gerontology Acute Care Nurse Practitioner - 155 Credits

Program Length* RN-MSN

- - Adult-Gerontology Acute Care Nurse Practitioner
  7 Trimesters, 112 Instructional Weeks
  or
  11 Trimesters, 176 Instructional Weeks
- - Adult-Gerontology Primary Care Nurse Practitioner
  6 Trimesters, 96 Instructional Weeks
  or
  11 Trimesters, 176 Instructional Weeks

- Family Nurse Practitioner
  7 Trimesters, 112 Instructional Weeks
  or
  11 Trimesters, 176 Instructional Weeks

- Nurse Leader
  4 Trimesters, 64 Instructional Weeks
  or
  5 Trimesters, 80 Instructional Weeks
  or
  8 Trimesters, 128 Instructional Weeks

- Nurse Educator
  4 Trimesters, 64 Instructional Weeks
  or
  5 Trimesters, 80 Instructional Weeks
  or
  8 Trimesters, 128 Instructional Weeks

- Psychiatric-Mental Health Nurse Practitioner
  8 Trimesters, 128 Instructional Weeks
  or
  11 Trimesters, 176 Instructional Weeks

Time to Complete

RN-MSN

- Nurse Educator: 16 Months, 20 Months or 32 Months
- Nurse Leader: 16 Months, 20 Months or 32 Months

- - Adult-Gerontology Primary Care Nurse Practitioner: 24 Months or 44 Months
- - Family Nurse Practitioner: 28 Months or 44 Months
- - Psychiatric-Mental Health Nurse Practitioner: 32 Months or 44 Months
- - Adult-Gerontology Acute Care Nurse Practitioner: 28 Months or 44 Months

* *Total program length may vary. WCU distance education programs may not be available to residents in all states.*

RN to Master of Science in Nursing - Nurse Educator: Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 11-9111.00

RN to Master of Science in Nursing - Family Nurse Practitioner: Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 29-1171.00, 11-9111.00

RN to Master of Science in Nursing - Nurse Leader: Standard Occupational Classification (SOC) Code: 29-1141.00, 25-1072.00, 11-9111.00

RN to Master of Science in Nursing - Psychiatric-Mental Health Nurse Practitioner: SOC Code: 29-1170

RN to Master of Science in Nursing - Adult-Gerontology Acute Care Nurse Practitioner: SOC Code: 29-1170

RN to Master of Science in Nursing - Adult-Gerontology Primary Care Nurse Practitioner: SOC Code: 29-1170

Mission Statement

The graduate program in nursing promotes foundational competencies that are core to advanced nursing practice in an ever-changing and globally reaching health care environment. Both academic, practicum and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of our members. Standards of ethical behavior and decision-making are essential foundations of our graduate education programs, which guide individuals to distinguish ethical principles and understand the consequences and implications beyond personal and organizational self-interest. By pursuing more effective and innovative methodologies through which students utilize administrative expertise with the foresight to analyze problems, structure and facilitate development, and find and implement solutions, WCU graduates are prepared to make a positive impact on society.

Program Learning Outcomes

Upon graduation, RN to MSN students will:

1. Demonstrate innovative leadership strategies in complex healthcare settings to evaluate health outcomes in culturally diverse populations.
2. Appraise research findings to support evidence-based quality initiatives.
3. Employ communication and information technologies to promote interdisciplinary collaboration and guide clinical decisions.
4. Develop population-based care coordination strategies to promote health and disease management.

5. Present advocacy strategies to influence ethical and fiscally responsible policy and process changes to influence individual health and healthcare systems.

RN to MSN

The RN-MSN program promotes foundational competencies that are core to advanced nursing practice in an ever-changing and globally reaching healthcare environment. Academic, practice experience, and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of all members. Standards of ethical behavior and decision-making are essential foundations of the education programs that guide individuals to distinguish ethical principles and understand the consequences and implications beyond personal and organizational self-interest.

This RN-MSN degree programs build upon prior nursing clinical knowledge and experience and focuses on the core knowledge, skills and abilities that are essential to meet the complexities of today's healthcare environment. Academic, practice experience, and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of all members.

The core courses and practice experience offer expanded study in the health care areas of advocacy, program management, education, clinical practice, research, and health policy formulation. Graduates will be able to formulate an inspirational perspective of nursing, incorporating a wide range of theories from nursing and other sciences. The Essentials of Master's Education in Nursing (AACN, 2011) provides a foundation for the theoretical and clinical emphasis of the RN- MSN program.

RN to MSN Nurse Educator Track

The Nurse Educator track focuses on the development of the nursing professional who can integrate enhanced leadership skills with nursing education in the academic or service setting, to formulate a professional commitment to learning and to contribute to quality improvement. Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and this increasing job competition from the service setting have contributed to this emerging crisis.

Completion of this program would support eligibility requirements necessary to apply for certification with the National League for Nursing (NLN) as a Certified Nurse Educator (CNE).

RN to MSN Nurse Leader Track

The Nurse Leader track helps to prepare the graduate for the challenges of leading health care organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, research utilization, strategic planning and financial management, as well as policy development, ethical concepts and practices, and opportunities to collaborate with other health care disciplines. The program helps prepare the nurse leader to lead processes and teams, and apply analytical and problem-solving skills on a daily basis to enhance the quality of patient care outcomes in a variety of settings.

Completion of this program would support eligibility requirements necessary to apply for certification with the National League for Nursing (NLN) as a Certified Nurse Educator (CNE).

RN to MSN Advanced Practice Registered Nurse (APRN) Tracks

RN to MSN Psychiatric-Mental Health Nurse Practitioner

The RN to MSN Advanced Practice Registered Nurse (APRN)Tracks are designed to build on the experiences of the registered nurse and prepare the student to meet the health care needs of the family by providing health assessments, direct care, and guidance, teaching, or counseling as appropriate, particularly around client/family self-care. The APRN typically works collaboratively with physicians and other professionals within the health care system. APRNs work in a variety of health care settings, such as but not limited to private practice, clinics, community health organizations,

prisons, schools, and hospice care. The demand for more Nurse Practitioners continues to grow as they present a viable solution to the growing trend of fewer physicians entering practice. These tracks are aligned with standards set by the National Organization of Nurse Practitioner Faculties and the American Association of Colleges of Nursing.

RN to MSN Family Nurse Practitioner

The Family Nurse Practitioner (FNP) is a registered nurse educated at the Master's level as a nurse practitioner. The focus of care for the FNP is children and adults of all ages, in the context of the family unit. The FNP is educated to provide high-quality, continual, and comprehensive wellness and illness care to children and adults by providing preventive health services, patient education, disease management, and illness prevention. The FNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt healthcare interventions based on individualized assessments of individual/family needs. The FNP practices in the context of community, with broad knowledge, sensitivity, and awareness of the specific needs of people from diverse populations and cultural backgrounds. Family nurse practitioners practice primarily in ambulatory care settings.

RN to MSN Adult-Gerontology Primary Care Nurse Practitioner

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AGPCNP is to provide primary care to individuals across the adult age spectrum from late adolescence through older adulthood. In addition, AG PCNPs are prepared to provide comprehensive end of life care to adults. The AGPCNP is educated to provide high quality, continual and comprehensive wellness and illness care to adults by providing preventive health services, patient education, disease management and illness prevention. The AGPCNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AG PCNP practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. AGPCNP delivers care may include community health centers and clinics, private medical practices, specialty clinics, health maintenance organizations, Veteran's Administration facilities, Geriatric Evaluation and Management (GEM) units, adult day health centers, assisted living facilities, skilled nursing facilities and other long-term care settings, acute and chronic rehabilitation centers, urgent care and emergency departments.

RN to MSN Adult-Gerontology Acute Care Nurse Practitioner

The Adult-Gerontology Acute Care Nurse Practitioner (AG ACNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AG ACNP is to provide Acute care to individuals across the adult age spectrum from late adolescence through older adulthood. In addition, AG ACNPs are prepared to provide comprehensive end of life care to adults. The AG ACNP is educated to provide high quality, continual and comprehensive wellness and illness care to adults by providing preventive health services, patient education, disease management and illness prevention. The AG ACNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AG ACNP practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. AG ACNP delivers care may include community health centers and clinics, private medical practices, specialty clinics, health maintenance organizations, Veteran's Administration facilities, Geriatric Evaluation and Management (GEM) units, adult day health centers, assisted living facilities, skilled nursing facilities and other long-term care settings, acute and chronic rehabilitation centers, urgent care and emergency departments.

This program meets the educational eligibility requirements for the ANCC Nurse Executive, Board Certified Credential (NE-BC).

RN TO MSN ONLINE ADMISSIONS REQUIREMENTS

Applicants to the program must meet the following standards (RN-MSN All Track Options):

1. Completion of the application for admission.
2. Complete all university admissions requirements.

3. Completion of an associate degree or diploma in nursing from an accredited collegiate institution with a 3.0 CGPA or better.

    a. Applicants can be conditionally admitted into the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period to be admitted to the program.

4. A valid and unencumbered license as a registered nurse in any US State or territory in which the student is licensed, including the State in which the student completes all assignments for the program.
    a. Military, federal, and foreign-educated nurses must meet this State requirement for nursing licensure.
    b. An active and unencumbered RN license(s) must be maintained throughout the program.
    c. A domestic or foreign medical degree is not equivalent to a nursing degree.
5. Submit official transcripts from one of the programs below approved by the U.S. Department of Education (USDOE) (including any prior courses taken to be considered for transfer of credit).
    a. Associate of Science in Nursing
    b. Associate of Applied Science in Nursing
    c. Diploma in Nursing
    d. State-approved nursing with evidence of an earned RN license
    e. Foreign nursing equivalency with evidence of an earned RN license in the United States
    f. Associate of Science with evidence of an earned RN license
    g. Associate of Applied Science with evidence of an earned RN license
    h. Non-Nursing Bachelor's Degree with evidence of an earned RN license*
    i. Foreign-Foreign equivalency with evidence of an earned RN license in the United States*

* Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.

RN-MSN Probational Admissions Requirements (Probational Admission not available for RN - Master of Science in Nursing - Advanced Practice Registered Nurse tracks)

Applicants with a CGPA of 2.70-2.99 may be considered for probational admission after meeting the following probational admissions requirements. Based on review of the applicant packet the Program Dean may request an interview in consideration for admission.

1. The applicant must provide a letter of intent.
2. The applicant must be approved for admission by the Program Dean/Director.
3. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be administratively withdrawn from the university.

Additional Nurse Practitioner Program Tracks Admissions Requirement for Applicants with Nursing Degrees Awarded Outside of the United States

Students with nursing degrees outside of the United States may be considered for admission into one of the WCU RN to MSN programs.

Additional Academic Transcript Requirements: Applicants who have completed the equivalent of a baccalaureate degree or higher at an institution outside of the United States are required to provide official third-party course-by-course evaluations of those academic credentials, verifying the Grade

Point Average (GPA) on a 4.0 scale. These evaluations must be completed by a recognized accredited organization.

In addition, those students applying to any of WCU's programs leading to an MSN and Nurse Practitioner [Adult-Gerontology Acute Care; Adult-Gerontology Primary Care; Family, and Psychiatric Mental Health] Programs, must have their transcripts from nursing degrees awarded outside the United Stated reviewed by:

CGFNS International -- must include computed equivalent grades [course-by-course] and computation of GPA.

It is the student's responsibility to cooperate with WCU in providing all essential required documentation for CGFNS and other national certification agencies such as the American Nurses Credentialing Center (ANCC), the American Association of Nurse Practitioners (AANP), American Association of Critical Care (AGAC-NP Certification), etc., to ensure their foreign course(s) are recognized the same as if earned in the United States and written confirmation provided to WCU of the student eligibility to sit for national certification upon successful completion of the program. If the courses are not recognized as equivalent by national certification bodies such as the American Nurses Credentialing Center (ANCC), the American Association of Nurse Practitioners (AANP), the American Association of Critical Care (AGAC-NP Certification), etc., they will not meet West Coast University eligibility.

Language Verification Requirements

Students with foreign degrees applying to a nursing program must possess proficiency in English at a level to enable them to succeed in graduate-level studies. The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET) must be taken if the applicant's native language is not English. Results must be sent directly from TOEFL, IELTS, or Duolingo to the West Coast University admissions department. Copies are not acceptable. Your application will not be considered until you have achieved at least the minimum score.

- TOEFL - minimum composite score of 100, with sub-scores of 21 or higher.
- IELTS – minimum overall band score of 7.0, with a speaking band score of 7.0 or higher and other band scores of 6.0 or higher.
- DET – minimum score of 125.
  Additional Admissions Requirements Advanced Practice Registered Nurse (APRN) Tracks Only:

In addition to the admissions requirements above, applicants to the RN to Master of Science in Nursing - Advanced Practice Registered Nurse tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. Pre-requisite: Any student that is approved for transfer of credit for Advanced Pharmacology will be required to complete and pass the California BRN Pharmacology approved modules (California students only).
3. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care RN experience before entering APRN core courses as verified using the experience verification form.
4. APRN Adult-Gerontology Acute Care Track, one (1) year of critical care or intensive care setting experience as a registered nurse (RN) within the past 5 years is required prior to admission as verified using the experience verification form.
5. APRN Psychiatric Mental Health Nurse Practitioner Track, one (1) year of registered nurse (RN) experience in direct patient care or a minimum of six (6) months of direct patient care experience in psychiatric mental health nursing (preferred) within the last 5 years prior to admission as verified using the experience verification form.

6. Students in RN-MSN APRN tracks will be required to have a Gap Analysis review upon admission.

*Students admitted to APRN tracks under previous admissions requirements and have withdrawn that have completed more than 75% of the credits associated with the program will be re-admitted to the previous version of their program using previous requirements.

Nursing (RN to MSN) Transfer Credits

Applicants who have successfully completed a pre-licensure nursing program and who have an active, unencumbered license *may be awarded up to 90 credit hours of transfer credit*. The transfer credit is comprised of up to 51 credits for lower level nursing and an unencumbered license and up to 39 general education credits. Applicants who fail to demonstrate competencies through transcript review are required to complete equivalent course(s).

Students who request transfer credits for courses must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. All 500 or 600 level nursing transferred courses in which a grade of B or better was received will be evaluated for transfer credit. All 400 level or below nursing transferred courses in which a grade of B- or better was received will be evaluated for transfer credit. If students are unable to submit transcripts or transcripts are unavailable at admission, students may submit unofficial transcripts by the student's first day of the first course. Official transcripts must be received by the end of the first term In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Graduate post/non-licensure programs require a grade of "B" (3.0) or better, except when general education undergraduate courses are included as part of the program where a C- (1.7) or better grade is required in general education courses. (Minimum passing grade of "B" will be in effect Summer 1 2023 and beyond)

APRN Transfer Credit Gap Analysis

1. All Post Masters Certificates and transfers of credit into the nurse practitioner programs must have an *APRN Transfer Credit Gap Analysis* completed prior to admission acceptance. Students will be required to submit transcripts and may be required to submit course syllabi to determine transfer credit equivalency.
2. Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment course(s) [3P] must have been completed within the last five (5) years with a grade of "B" or better.
3. Any 3P courses that are population specific (e.g., Advanced Pediatric Assessment, Advanced Pathophysiology for the CRNA, Advanced Pathophysiology for the Neonate, Advanced Psychopharmacology, etc.) are not transferable.
4. If courses were taken more than five (5) years from the date of program application, applicants must repeat the course(s).
    a. For Post-Masters Certificate applicants who have taken an equivalent 3P course(s) that is more than five (5) years from the date of program application, transfer of credit may be considered for those who have an active NP certification.
5. Applicants who hold an MSN degree with a focus on education, leadership, informatics, or another area will be required to take essential APRN core courses including Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment prior to the desired focused specialty track courses.
6. APRN specialty courses will not be considered for transfer of credit. APRN specialization coursework must be completed at West Coast University.

Note: Students enrolled in the RN-MSN program must have earned/transferred 72 credits to be eligible for federal Title IV financial aid.

Note: CA BRN related to prescriptive authority may have additional requirements. Some applicants may be required to take additional courses or continuing education equivalence based on licensure board of nursing.

Progression Requirements (All MSN Tracks)

A cumulative grade point average (CGPA) of 3.0 is required in all 500 and 600 courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress policy.

NURS 496L A&B Language

Students who do not intend to earn a California Public Health Certificate should register for NURS 496L A & B as a substitute for NURS 495L. Please contact your program dean if you have any questions.

RN-MSN-APRN Progression Requirement

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600-level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress (SAP) policy.

1. Maintain an active, unencumbered RN license throughout the program.
    a. An active, unencumbered license is required up to degree completion and will be verified throughout the program.
    b. Failure to present a valid RN license may result in dismissal from the university until such time as an active, unencumbered license is obtained.
2. A student in the nurse practitioner tracks must participate in two (2) mandatory On-site Intensives (OSI). The OSI brings students to campus or other locations to learn, practice, and demonstrate essential hands-on skills and competencies required by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the missed OSI, and the student must retake the course and complete the OSI to progress in the program.
3. All course and clinical educational program requirements must be successfully completed to meet graduation requirements. All course and practicum requirements are published in the course syllabi and expanded upon in the Post-Licensure Nursing Student Handbook. Students will have access to course syllabi one week prior to the term start date. Students will have access to the Post-Licensure Nursing Student Handbook after acceptance into the nursing program.
4. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.
5. A grade of C- (1.7) or better is required in general education courses.
6. Students in the nursing graduate program must earn a B- or better in all 400 level or below post-licensure nursing courses. Students will be required to repeat any 400 level or below nursing course for which they achieved less than a "B-" the next term the course is offered.
7. Students in the nursing graduate program must earn a B or better in all 500 or 600 level post-licensure nursing courses. Students will be required to repeat any 500 or 600 level nursing course for which they achieved less than a "B" the next term the course is offered.
8. Probationally admitted students are required to adhere to the Probational Admission Policy.
    - Fully admitted students in specialty tracks other than nurse practitioner tracks who receive a third non-passing in any nursing course will be dismissed from the nursing program.
    - Fully admitted students in a nurse practitioner track who receive a second non-passing in any nursing course will be dismissed from the nursing program.
9. Students who fail a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all

required clinical hours in each of the clinical courses, or they will not progress to the next course and must follow the University's Incomplete policy.

10. Student Conduct from a Clinical Site

- Students in clinical sites will be held to the University's Incidents reported to the student's Program Dean will be reported to the Campus Director of Student Affairs for investigation and potential adjudication and disciplinary sanctions.

General Education Requirements

To achieve the graduation requirement of total credit hours, all students must complete 39 credits of general education courses. All general education credits must fall into one of the general education category areas below. Students may request to satisfy general **education credit requirements through transfer credit per university policy.**

Prior to Spring I 2024

Category and Requirements	**WCU Course Requirements**	**Transferable / Options**
A1- Written Communication (3 Semester Credits Minimum)	Written communication courses cover the use of writing as a means of conveying information. In these courses, students will utilize discussions, papers, essays, research, etc. to examine, analyze, and transmit information in an appropriate academic or professional manner. (Transferable courses will generally have ENG, JRN, or COM prefix)	Any course that meets the General Education category and requirements.
A2. Oral Communication (3 Semester Credits Minimum)	Oral communication courses cover the use of language and speech as a means of conveying information. In these courses, students will utilize language and speech to disseminate information to audiences as appropriate. (Transferable courses will generally have SPE, COM, JRN, ENG, or BUS prefix)	Any equivalent courses that meet the General Education categorical requirements.
A3. Critical Thinking (3 Semester Credits Minimum)	Critical thinking courses provide the skills necessary to make complex decisions. In these courses, students will utilize complex thinking, logic, and other skills to analyze decision making processes. (Transferable courses will generally have PHI, LOG, or COM prefixes	Any equivalent courses that meet the General Education categorical requirements.
A4. Quantitative Reasoning (3 Semester Credits Minimum)	Quantitative reasoning courses provide the skills to process, analyze, and interpret data. In these courses students will utilize math to solve problems. (Transferable courses generally have MAT or STAT prefixes)	Any equivalent courses that meet the General Education categorical

		requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition (3 Semester Credits Minimum)	Social and behavioral science, cultural diversity, and tradition courses cover a broad range of humanities disciplines. Courses in this competency may cover social interactions, human behavior, cultural diversity, aesthetic awareness, art appreciation and creation, history, civic duty, and other areas in the field. (Transferable courses generally have SOC, SSC, PSY, ART, HIS, LIB, ENG, ANT, REL, POL, LNG, CRJ, or related prefixes)	Any course that meets the General Education category and requirements.
B2. Life and Physical Sciences (4 Semester Credits Minimum)	Life and Physical Science courses cover vary disciplines within the scientific field. Courses in this field may cover any scientific discipline within life and physical sciences. (Transferable courses generally have BIO, CHEM, PHYS, ENV, NRM, or SCI prefixes)	Any course that meets the General Education category and requirements.

Effective Spring I 2024

A complete list of General Education Competency Outcome requirements and a complete list of WCU General Education Course Offerings are available on the General Education Page.

Category and Requirements	WCU Course Requirements	Transferable / Options
A. Written Communication (3 Semester Credits Minimum)	Any competency area A WCU course	Any college level course meeting competency area A outcomes
B. Oral and Interpersonal Communications (3 semester credits minimum)	Any competency area B WCU course	Any college level course meeting competency area B outcomes
C. Critical Thinking and Ethical Reasoning (3 semester credits minimum)	Any competency area C WCU course	Any college level course meeting competency area C outcomes
D. Quantitative Literacy (3 semester credits minimum)	Any competency area D course	Any college level course meeting competency area D outcomes
E. Social and Behavioral Sciences Awareness (3 semester credits minimum)	Any competency area E WCU course	Any college level course meeting competency area E outcomes
F. Historical, Cultural, and Aesthetic Recognition (3 semester credits minimum)	Any competency area F WCU course	Any college level course meeting competency area F outcomes
G. Scientific Reasoning (4 semester credits minimum)	Any competency area G WCU course	Any college level course meeting competency area G outcomes

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

RN to MSN Nurse Educator Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level General Education Coursework: Up to 39 credits of transfer coursework:- Effective Spring II 2023 (For Spring I 2023 Enrollment use Winter 2023 Catalog for Curriculum Information)	39.0

RN to MSN Nurse Leader Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level General Education Coursework: Up to 39 credits of transfer coursework:- Effective Spring II 2023 (For Spring I 2023 Enrollment use Winter 2022 Catalog for Curriculum Information)	39.0

RN to MSN - Adult-Gerontology Primary Care Nurse Practitioner Track Curriculum - Prior to Fall I 2024

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework:	48.0

RN to MSN - Adult-Gerontology Primary Care Nurse Practitioner Track Curriculum - Effective Fall I 2024

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 39 credits of transfer coursework:	48.0

RN to MSN Family Nurse Practitioner Track Curriculum - Prior to Fall I 2024

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 39 credits of transfer coursework:	39.0

RN to MSN Family Nurse Practitioner Track Curriculum - Effective Fall I 2024

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 39 credits of transfer coursework:	48.0

RN to MSN - Psychiatric-Mental Health Nurse Practitioner Track Curriculum - Prior to Fall I 2024

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework:	48.0

	Up to 48 credits of transfer coursework:	

RN to MSN - Psychiatric-Mental Health Nurse Practitioner Track Curriculum - Effective Fall I 2024

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework:	48.0
	Up to 39 credits of transfer coursework:	

RN to MSN - Adult-Gerontology Acute Care Nurse Practitioner Track Curriculum - Prior to Fall I 2024

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework:	48.0
	Up to 48 credits of transfer coursework:	

RN to MSN - Adult-Gerontology Acute Care Nurse Practitioner Track Curriculum - Effective Fall I 2024

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework:	48.0
	Up to 39 credits of transfer coursework:	

Adult-Gerontology Primary Care Nurse Practitioner Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	28 Credits
Program Length*	4 Semesters, 64 Instructional Weeks
Time to Complete	16 Months

* *Total program length may vary.*

WCU distance education programs are delivered out of the Orange County and Online Texas campuses, and may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours (prior to Fall 1) and a total of 540 precepted clinical hours (Starting Fall 1).

Standard Occupational Classification (SOC) Codes: 29-1141.00, 29-1170.00, 25-1072.00, 11-9111.00

Adult-Gerontology Primary Care Nurse Practitioner Program Purpose:

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) is a Registered Nurse educated at the Master's level as a nurse practitioner. The focus for the AGPCNP is to provide primary care to individuals across the adult age spectrum from late adolescence through older adulthood. In addition, AGPCNPs are prepared to provide comprehensive end of life care to adults. The AGPCNP is educated to provide high quality, continual and comprehensive wellness and illness care to adults by providing

preventive health services, patient education, disease management and illness prevention. The AGPCNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual needs. The AGPCNP practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. AGPCNP delivers care may include community health centers and clinics, private medical practices, specialty clinics, health maintenance organizations, Veteran's Administration facilities, Geriatric Evaluation and Management (GEM) units, adult day health centers, assisted living facilities, skilled nursing facilities and other long-term care settings, acute and chronic rehabilitation centers, urgent care and emergency departments.

Program Learning Outcomes

Upon completion, post-master's certificate students will:

APRN Core and Specialty

1. Synthesize the core knowledge of advanced pathophysiology, pharmacology, health assessment, and physical examination to develop informed differential diagnoses.
2. Deliver individualized, evidence-based, culturally competent, and equitable person-centered care to diverse populations.
3. Employ therapeutic communication strategies utilizing and emerging technologies to facilitate interdisciplinary collaborative care across the healthcare continuum.
4. Coordinate effective patient-specific care utilizing policies, standards of care, and available resources.
5. Advocate for policy changes that create safe, accessible, and quality health care for patients leading to principles of entrepreneurship and innovation within a dynamic healthcare environment.

Effective Fall I 2024:

APRN Core and Specialty PLOs

1. Integrate nursing science and related fields, such as physiology, statistics, psychosocial, political, financial, genetics, public health and organization sciences in the continued improvement of nursing across the continuum of health care settings.
2. Provide leadership in a variety of settings that promote high quality, safe patient care that also incorporates ethical decision making and effective inter-professional working relationships.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards and performance measures necessary to apply quality principles, within any type of organization.
4. Apply evidenced based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate, integrate and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence individual health and health care systems.
7. Communicate and coordinate inter-professionally in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidenced based practices of health promotion and disease prevention using client centered, culturally and age appropriate concepts in the nursing process of services to individuals, families and broad-based aggregate populations.
9. Demonstrate an advanced level of scientific and nursing-specific knowledge with the ability to integrate that knowledge into nursing practice that influences health care outcomes for individual, families, populations and/or systems.

ADMISSION REQUIREMENTS

Applicants to the program must meet the following requirements (Post-Master's Certificates All Track Options):

1. Completion of the application for admission.
2. Complete all university admissions requirements.
3. Submission of the official transcript with proof of a conferred Master of Science (MSN) or Doctorate of Nursing Practice (DNP) from and ACEN, CCNE, or CNEA accredited program, with a 3.0 GPA or better.
    a. Applicants can be conditionally admitted into the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period to be admitted to the program.
4. A valid and unencumbered license as a registered nurse in any US State or territory in which the student is licensed, including the State in which the student completes all assignments for the program.
    a. Military, federal, and foreign-educated nurses must meet this State requirement for nursing licensure.
    b. An active and unencumbered RN license(s) must be maintained throughout the program.
    c. A domestic or foreign medical degree is not equivalent to a nursing degree.

*Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.

Additional Nurse Practitioner Program Tracks Admission Requirements for Applicants with Nursing Degrees Awarded Outside of the United States

Students with nursing degrees outside of the United States will not be considered for admission into the Post-Masters Nurse Practitioner Programs [Adult-Gerontology Acute Care; Adult-Gerontology Primary Care; Family, and Psychiatric Mental Health]. However, applicants may be considered for admission into one of the WCU MSN or RN to MSN programs.

Language Verification Requirements

Students with foreign degrees applying to a nursing program must possess proficiency in English at a level to enable them to succeed in graduate-level studies. The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET) must be taken if the applicant's native language is not English. Results must be sent directly from TOEFL, IELTS, or Duolingo to the West Coast University admissions department. Copies are not acceptable. Your application will not be considered until you have achieved at least the minimum score.

- TOEFL - minimum composite score of 100, with sub-scores of 21 or higher.
- IELTS – minimum overall band score of 7.0, with a speaking band score of 7.0 or higher and other band scores of 6.0 or higher.
- DET – minimum score of 125.

PMC Additional Admissions Requirements Advanced Practice Registered Nurse (APRN) Tracks Only:

In addition to the admissions requirements above, applicants to the PMC of Science in Nursing - Advanced Practice Registered Nurse tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. A valid and unencumbered license as an RN in any US State or territory in which the student is licensed, including the State in which the student completes practicum experiences.

3. PMC applicants who have been dismissed from a previous WCU nurse practitioner program track do not qualify for admission into any of the PMC Nurse Practitioner Tracks.
4. PMC applicants will have a formal transfer of credit gap analysis prior to acceptance of admission.
5. PMC applicants who do not meet full admissions criteria will not be considered.
6. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care RN experience before entering APRN core courses as verified using the experience verification form.
7. Adult-Gerontology Acute Care Track applicants must have one (1) year of intensive care unit (ICU) experience as a registered nurse (RN) within the past 5 years prior to admission as verified using the experience verification form.
8. Psychiatric Mental Health Nurse Practitioner Track applicants must have one (1) year of registered nurse (RN) experience in direct patient care or a minimum of six (6) months of direct patient care experience in psychiatric mental health nursing (preferred) within the last 5 years prior to admission as verified using the experience verification form.
9. All students will be required to complete the Supplemental Application Form.

*Students admitted to APRN tracks under previous admissions requirements and have withdrawn that have completed more than 75% of the credits associated with the program will be re-admitted to the previous version of their program using previous requirements.

California APRN Tracks Additional Admission Requirements/Information

California applicants will be provided information on the selection process during information sessions.

California Board of Nursing capped APRN program application period opening dates are as follows:

- September 1st, for January start
- December 1st, for March start

The application period closes:

- October 1st for January start
- January 1st for March start

Applicants are required to complete the following:

- Complete each section of the application and submit by the deadline provided.
- After submission complete the Supplemental Application Form and all document requirements.

The APRN selection committee carefully reviews each application and supplemental information. The selection committee selects qualified applicants for admission consideration. Admissions will notify the applicants of admission status based on the selection committee and space availability.

Incomplete applications will be rejected after seven (7) business days (M-F exclusive of University Holidays), applicants will be notified by admissions that they no longer are considered for admission.

PMC Nursing Transfer Credits

Students who request transfer credits for courses must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. All nursing transferred courses in which a grade of B or better was received will be evaluated for transfer credit. If students are unable to submit transcripts or transcripts are unavailable, students may submit unofficial transcripts by the student's first day of the first course. Official transcripts must be received by the end of the first term. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

For students planning to obtain a California Furnishing License, they may be required by the California Board of Registered Nursing (BRN) to take additional continuing education units per statute (https://www.rn.ca.gov/pdfs/regulations/npr-b-45.pdf). The minimum course requirement is:

A post-RN licensure advanced pharmacology course based on the RN's previous knowledge of pharmacology and pharmacotherapeutics.

- Three (3) semester units or five (5) quarter units academic course.

OR

- A forty-five-hour (45) continuing education (CE) course. The course must include a written test of knowledge to demonstrate comprehension of the course objectives.

APRN Transfer Credit Gap Analysis

1. All Post Masters Certificates and transfers of credit into the nurse practitioner programs must have an *APRN Transfer Credit Gap Analysis* completed prior to admission acceptance. Students will be required to submit transcripts and may be required to submit course syllabi to determine transfer credit equivalency.
2. Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment course(s) [3P] must have been completed within the last five (5) years with a grade of "B" or better.
3. Any 3P courses that are population specific (e.g., Advanced Pediatric Assessment, Advanced Pathophysiology for the CRNA, Advanced Pathophysiology for the Neonate, Advanced Psychopharmacology, etc.) are not transferable.
4. If courses were taken more than five (5) years from the date of program application, applicants must repeat the course(s).
    a. For Post-Masters Certificate applicants who have taken an equivalent 3P course(s) that is more than five (5) years from the date of program application, transfer of credit may be considered for those who have an active NP certification.
5. Applicants who hold an MSN degree with a focus on education, leadership, informatics, or another area will be required to take essential APRN core courses including Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment prior to the desired focused specialty track courses.
6. APRN specialty courses will not be considered for transfer of credit. APRN specialization coursework must be completed at West Coast University.

Note: CA BRN related to prescriptive authority may have additional requirements. Some applicants may be required to take additional courses or continuing education equivalence based on licensure board of nursing.

PMC PROGRESSION REQUIREMENTS (ALL CERTIFICATES)

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600-level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress (SAP) policy.

1. Maintain an active, unencumbered RN license throughout the program.
2. An active, unencumbered license is required up to degree completion and will be verified throughout the program.
3. Failure to present a valid RN license may result in dismissal from the university until such time as an active, unencumbered license is obtained.
4. A student in the APRN tracks must participate in two (2) mandatory On-site Intensives (OSI). The OSI brings students to campus or other locations to learn, practice, and demonstrate essential hands-on skills and competencies required by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the missed OSI, and the student must retake the course and complete the OSI to progress in the program.
5. All course and clinical educational program requirements must be successfully completed to meet graduation requirements. All course and practicum requirements are published in the course syllabi and expanded upon in the Post-Licensure Nursing Student Handbook. Students will have

access to course syllabi one week prior to the term start date. Students will have access to the Post-Licensure Nursing Student Handbook after acceptance into the nursing program.

6. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.
7. Students in the nursing graduate program must earn a B or better in all post-licensure nursing courses. Students will be required to repeat any course for which they achieved less than a "B" the next term the course is offered. (Minimum passing grade of "B" will be in effect Summer 1 2023 and beyond) Probationally admitted students are required to adhere to the Probational Admission Policy.
   - Fully admitted students in specialty tracks other than nurse practitioner tracks who receive a third grade less than a "B" in any nursing course will be dismissed from the nursing program.
   - Fully admitted students in a nurse practitioner track who receives a second grade less than a "B" in any nursing course will be dismissed from the nursing program.
8. Students who fail a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress to the next course and must follow the University's Incomplete policy.
9. Student Conduct from a Clinical Site

- Students in clinical sites will be held to the University's Student Conduct Code. Incidents reported to the student's Program Dean will be reported to the Campus Director of Student Affairs for investigation and potential adjudication and disciplinary sanctions.

PROGRAM INFORMATION AND DISCLOSURES

AGPCNP Certificate Disclosure Regarding the CA Board of Registered Nursing (BRN)

After successful completion of the West Coast University Post-Master's Adult-Gerontology Primary Care Nurse Practitioner Certificate program, graduates will be able to apply for certification with the California Board of Registered Nursing (BRN) through "Method One".

For more information about Certification application requirements, please visit the California Board of Registered Nursing (BRN) at, http://www.rn.ca.gov/pdfs/applicants/np-app.pdf .

AGPCNP Accreditation & Approvals Disclosure

The Adult-Gerontology Primary Care Nurse Practitioner coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

A student in the Post-Master's Adult-Gerontology Primary Care Nurse Practitioner online program at West Coast University participates in two On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (POST-MASTER'S) CURRICULUM

Adult-Gerontology Primary Care Nurse Practitioner (Post-Master's) Coursework - Effective Fall I 2024

Adult-Gerontology Primary Care Nurse Practitioner (Post-Master's) Coursework - Prior to Fall I 2024

Adult-Gerontology Primary Care Nurse Practitioner (Post-Master's) Certificate Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Family Nurse Practitioner Certificate (Post-Master's)

Program Location	Distance Education/Online Campus
Program Credits	32 Credits
Program Length*	5 Trimesters, 80 Instructional Weeks (Prior to Fall 1 2024)or 4 Trimesters, 64 Instructional Weeks (Effective Fall 1 2024)
Time to Complete	20 Months (Prior to Fall 1 2024)or 16 Months (Effective Fall 1 2024)

* *Total program length may vary.*

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 600 precepted clinical hours (prior to Fall 1) and a total of 540 precepted clinical hours (Starting Fall 1).

Standard Occupational Classification (SOC) Code: 29-1171.00, 25-1072.00, 29-1141.00, 11-9111.00

The Family Nurse Practitioner (FNP) is a registered nurse educated at the master's level as a nurse practitioner. The focus of care for the FNP is children and adults of all ages, in the context of the family unit. The FNP is educated to provide high-quality, continual, and comprehensive wellness and illness care to children and adults by providing preventive health services, patient education, disease management, and illness prevention. The FNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt healthcare interventions based on individualized assessments of individual/family needs. The FNP practices in the context of community, with broad knowledge, sensitivity, and awareness of the specific needs of people from diverse populations and cultural backgrounds. Family nurse practitioners practice primarily in ambulatory care settings.

Program Learning Outcomes

Upon completion, post-master's certificate students will:

APRN Core and Specialty

1. Synthesize the core knowledge of advanced pathophysiology, pharmacology, health assessment, and physical examination to develop informed differential diagnoses.
2. Deliver individualized, evidence-based, culturally competent, and equitable person-centered care to diverse populations.
3. Employ therapeutic communication strategies utilizing and emerging technologies to facilitate interdisciplinary collaborative care across the healthcare continuum.
4. Coordinate effective patient-specific care utilizing policies, standards of care, and available resources.
5. Advocate for policy changes that create safe, accessible, and quality health care for patients leading to principles of entrepreneurship and innovation within a dynamic healthcare environment.

Effective Fall I 2024:

APRN Core and Specialty PLOs

1. Integrate nursing science and related fields, such as physiology, statistics, psychosocial, political, financial, genetics, public health and organization sciences in the continued improvement of nursing across the continuum of health care settings.

2. Provide leadership in a variety of settings that promote high quality, safe patient care that also incorporates ethical decision making and effective inter-professional working relationships.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards and performance measures necessary to apply quality principles, within any type of organization.
4. Apply evidenced based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate, integrate and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence individual health and health care systems.
7. Communicate and coordinate inter-professionally in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidenced based practices of health promotion and disease prevention using client centered, culturally and age appropriate concepts in the nursing process of services to individuals, families and broad-based aggregate populations.
9. Demonstrate an advanced level of scientific and nursing-specific knowledge with the ability to integrate that knowledge into nursing practice that influences health care outcomes for individual, families, populations and/or systems.

PMC Progression Requirements (All Certificates)

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600-level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress (SAP) policy.

1. Maintain an active, unencumbered RN license throughout the program.
2. An active, unencumbered license is required up to degree completion and will be verified throughout the program.
3. Failure to present a valid RN license may result in dismissal from the university until such time as an active, unencumbered license is obtained.
4. A student in the APRN tracks must participate in two (2) mandatory On-site Intensives (OSI). The OSI brings students to campus or other locations to learn, practice, and demonstrate essential hands-on skills and competencies required by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the missed OSI, and the student must retake the course and complete the OSI to progress in the program.
5. All course and clinical educational program requirements must be successfully completed to meet graduation requirements. All course and practicum requirements are published in the course syllabi and expanded upon in the Post-Licensure Nursing Student Handbook. Students will have access to course syllabi one week prior to the term start date. Students will have access to the Post-Licensure Nursing Student Handbook after acceptance into the nursing program.
6. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.
7. Students in the nursing graduate program must earn a B or better in all post-licensure nursing courses. Students will be required to repeat any course for which they achieved less than a "B" the next term the course is offered. (Minimum passing grade of "B" will be in effect Summer 1 2023 and beyond) Probationally admitted students are required to adhere to the Probational Admission Policy.
    - Fully admitted students in specialty tracks other than nurse practitioner tracks who receive a third grade less than a "B" in any nursing course will be dismissed from the nursing program.

- Fully admitted students in a nurse practitioner track who receives a second grade less than a "B" in any nursing course will be dismissed from the nursing program.

8. Students who fail a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress to the next course and must follow the University's Incomplete policy.
9. Student Conduct from a Clinical Site

- Students in clinical sites will be held to the University's Student Conduct Code. Incidents reported to the student's Program Dean will be reported to the Campus Director of Student Affairs for investigation and potential adjudication and disciplinary sanctions.

PROGRAM INFORMATION AND DISCLOSURES

FNP Certificate Disclosure Regarding the CA Board of Registered Nursing (BRN)

After successful completion of the West Coast University Post-Master's Family Nurse Practitioner Certificate program, graduates will be able to apply for certification with the California Board of Registered Nursing (BRN) through "Method One".

For more information about Certification application requirements, please visit the California Board of Registered Nursing (BRN) at, http://www.rn.ca.gov/pdfs/applicants/np-app.pdf .

FNP Accreditation & Approvals Disclosure

The Family Nurse Practitioner coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

A student in the Post-Master's Family Nurse Practitioner online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

FAMILY NURSE PRACTITIONER (POST-MASTER'S) CURRICULUM

Family Nurse Practitioner (Post-Master's) Coursework - Effective Fall I 2024

Family Nurse Practitioner (Post-Master's) Coursework - Prior to Fall I 2024

Family Nurse Practitioner (Post-Master's) Certificate Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nurse Educator Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	12 Credits (Prior to Summer I 2023)18 Credits (Starting Summer I 2023)
Program Length	2 Trimesters, 32 Instructional Weeksor 4 Trimesters, 64 Instructional Weeks (Starting Summer I 2023)
Time to Complete	8 Monthsor 16 Months (Starting Summer I 2023)

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 135 precepted clinical hours.

Standard Occupational Classification (SOC) Codes: 29-1141.00, 25-1072.00, 11-9111.00

The Nurse Educator track focuses on the development of the nursing professional who can integrate enhanced leadership skills with nursing education in the academic or service setting, to formulate a professional commitment to learning and to contribute to quality improvement. Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from the service setting have contributed to this emerging crisis.

Completion of this program would support eligibility requirements necessary to apply for certification with the National League for Nursing (NLN) as a Certified Nurse Educator (CNE).

Nurse Educator Program Learning Outcomes

Upon graduation, nurse educator students will:

1.

Integrate advanced nursing knowledge with the role of the nurse educator to facilitate learning in a variety of diverse healthcare and educational environments.

2. Assimilate evidence-based knowledge to design innovative curriculum, teaching-learning strategies, assessment, and evaluation.
3. Create collaborative interprofessional partnerships to impact health outcomes for specific populations.
4. Demonstrate innovative teaching strategies through the delivery of learner-centered education.
5. Incorporate culturally responsive teaching practices embracing diversity, equity, and inclusion.
6.

Synthesize advanced nursing knowledge to develop outcome-driven health education curriculum.

ADMISSION REQUIREMENTS

Applicants to the program must meet the following requirements (Post-Master's Certificates All Track Options):

1. Completion of the application for admission.
2. Complete all university admissions requirements.
3. Completion of a Master of Science (MSN) or Doctorate of Nursing Practice (DNP) from an ACEN, CCNE, or CNEA accredited program, with a 3.0 GPA or better.
    a. Applicants can be conditionally admitted into the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period to be admitted to the program.
4. A valid and unencumbered license as a registered nurse in any US State or territory in which the student is licensed, including the State in which the student completes all assignments for the program.
    a. Military, federal, and foreign-educated nurses must meet this State requirement for nursing licensure.
    b. An active and unencumbered RN license(s) must be maintained throughout the program.
    c. A domestic or foreign medical degree is not equivalent to a nursing degree.

*Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.

PMC Probational Admission Requirements

Applicants with a CGPA of 2.70-2.99 may be considered for probational admission after meeting the following Probational admissions requirements. Based on review of the applicant packet the Program Dean may request an interview in consideration for admission.

1. The applicant must provide a letter of intent.
2. The applicant must be approved for admission by the Program Dean/Director.
3. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be administratively withdrawn from the university.

Additional Nurse Practitioner Program Tracks Admission Requirements for Applicants with Nursing Degrees Awarded Outside of the United States

Students with nursing degrees outside of the United States will not be considered for admission into the Post-Masters Nurse Practitioner Programs [Adult-Gerontology Acute Care; Adult-Gerontology Primary Care; Family, and Psychiatric Mental Health]. However, applicants may be considered for admission into one of the WCU MSN or RN to MSN programs.

Language Verification Requirements

Students with foreign degrees applying to a nursing program must possess proficiency in English at a level to enable them to succeed in graduate-level studies. The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET) must be taken if the applicant's native language is not English. Results must be sent directly from TOEFL, IELTS, or Duolingo to the West Coast University admissions department. Copies are not acceptable. Your application will not be considered until you have achieved at least the minimum score.

- TOEFL - minimum composite score of 100, with sub-scores of 21 or higher.
- IELTS – minimum overall band score of 7.0, with a speaking band score of 7.0 or higher and other band scores of 6.0 or higher.
- DET – minimum score of 125.

PMC Additional Admissions Requirements Advanced Practice Registered Nurse (APRN) Tracks Only:

In addition to the admissions requirements above, applicants to the PMC of Science in Nursing - Advanced Practice Registered Nurse tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. A valid and unencumbered license as an RN in any US State or territory in which the student is licensed, including the State in which the student completes practicum experiences.
3. PMC applicants who have been dismissed from a previous WCU nurse practitioner program track do not qualify for admission into any of the PMC Nurse Practitioner Tracks.
4. PMC applicants will have a formal transfer of credit gap analysis prior to acceptance of admission.
5. PMC applicants who do not meet full admissions criteria will not be considered.
6. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care RN experience before entering APRN core courses.
7. Adult-Gerontology Acute Care Track applicants must have one (1) year of intensive care unit (ICU) experience as a registered nurse (RN) within the past 5 years prior to admission.
8. Psychiatric Mental Health Nurse Practitioner Track applicants must have one (1) year of registered nurse (RN) experience in direct patient care or a minimum of six (6) months of direct patient care experience in psychiatric mental health nursing (preferred) within the last 5 years prior to admission.

9. All students will be required to complete the Supplemental Application Form.

California APRN Tracks Additional Admission Requirements/Information

California applicants will be provided information on the selection process during information sessions.

California Board of Nursing capped APRN program application period opening dates are as follows:

- September 1st, for January start
- December 1st, for March start

The application period closes:

- October 1st for January start
- January 1st for March start

Applicants are required to complete the following:

- Complete each section of the application and submit by the deadline provided.
- After submission complete the Supplemental Application Form and all document requirements.

The APRN selection committee carefully reviews each application and supplemental information. The selection committee selects qualified applicants for admission consideration. Admissions will notify the applicants of admission status based on the selection committee and space availability.

Incomplete applications will be rejected after seven (7) business days (M-F exclusive of University Holidays), applicants will be notified by admissions that they no longer are considered for admission.

PMC Nursing Transfer Credits

Students who request transfer credits for courses must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. All nursing transferred courses in which a grade of B or better was received will be evaluated for transfer credit. If students are unable to submit transcripts or transcripts are unavailable, students may submit unofficial transcripts by the student's first day of the first course. Official transcripts must be received by the end of the first term. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

For students planning to obtain a California Furnishing License, they may be required by the California Board of Registered Nursing (BRN) to take additional continuing education units per statute (https://www.rn.ca.gov/pdfs/regulations/npr-b-45.pdf). The minimum course requirement is:

A post-RN licensure advanced pharmacology course based on the RN's previous knowledge of pharmacology and pharmacotherapeutics.

- Three (3) semester units or five (5) quarter units academic course.

OR

- A forty-five-hour (45) continuing education (CE) course. The course must include a written test of knowledge to demonstrate comprehension of the course objectives.

APRN Transfer Credit Gap Analysis

1. All Post Masters Certificates and transfers of credit into the nurse practitioner programs must have an *APRN Transfer Credit Gap Analysis* completed prior to admission acceptance. Students will be required to submit transcripts and may be required to submit course syllabi to determine transfer credit equivalency.
2. Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment course(s) [3P] must have been completed within the last five (5) years with a grade of "B" or better.

3. Any 3P courses that are population specific (e.g., Advanced Pediatric Assessment, Advanced Pathophysiology for the CRNA, Advanced Pathophysiology for the Neonate, Advanced Psychopharmacology, etc.) are not transferable.
4. If courses were taken more than five (5) years from the date of program application, applicants must repeat the course(s).
    a. For Post-Masters Certificate applicants who have taken an equivalent 3P course(s) that is more than five (5) years from the date of program application, transfer of credit may be considered for those who have an active NP certification.
5. Applicants who hold an MSN degree with a focus on education, leadership, informatics, or another area will be required to take essential APRN core courses including Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment prior to the desired focused specialty track courses.
6. APRN specialty courses will not be considered for transfer of credit. APRN specialization coursework must be completed at West Coast University.

Note: CA BRN related to prescriptive authority may have additional requirements. Some applicants may be required to take additional courses or continuing education equivalence based on licensure board of nursing.

PMC Progression Requirements (All Certificates)

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600-level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress (SAP) policy.

1. Maintain an active, unencumbered RN license throughout the program.
2. An active, unencumbered license is required up to degree completion and will be verified throughout the program.
3. Failure to present a valid RN license may result in dismissal from the university until such time as an active, unencumbered license is obtained.
4. A student in the APRN tracks must participate in two (2) mandatory On-site Intensives (OSI). The OSI brings students to campus or other locations to learn, practice, and demonstrate essential hands-on skills and competencies required by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the missed OSI, and the student must retake the course and complete the OSI to progress in the program.
5. All course and clinical educational program requirements must be successfully completed to meet graduation requirements. All course and practicum requirements are published in the course syllabi and expanded upon in the Post-Licensure Nursing Student Handbook. Students will have access to course syllabi one week prior to the term start date. Students will have access to the Post-Licensure Nursing Student Handbook after acceptance into the nursing program.
6. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.
7. Students in the nursing graduate program must earn a B or better in all post-licensure nursing courses. Students will be required to repeat any course for which they achieved less than a "B" the next term the course is offered. (Minimum passing grade of "B" will be in effect Summer 1 2023 and beyond) Probationally admitted students are required to adhere to the Probational Admission Policy.
    - Fully admitted students in specialty tracks other than nurse practitioner tracks who receive a third grade less than a "B" in any nursing course will be dismissed from the nursing program.
    - Fully admitted students in a nurse practitioner track who receives a second grade less than a "B" in any nursing course will be dismissed from the nursing program.

8. Students who fail a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress to the next course and must follow the University's Incomplete policy.
9. Student Conduct from a Clinical Site

- Students in clinical sites will be held to the University's Student Conduct Code. Incidents reported to the student's Program Dean will be reported to the Campus Director of Student Affairs for investigation and potential adjudication and disciplinary sanctions.

NURSE EDUCATOR CERTIFICATE (POST-MASTER'S) CURRICULUM

Nurse Educator Certificate (Post-Master's) Coursework

Nurse Educator (Post-Master's) Certificate Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Nurse Leader Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	18 Credits
Program Length	3 Trimesters, 48 Instructional Weeks (Prior to Summer I 2023 only)2 Trimesters, 32 Instructional Weeks (Starting Summer I 2023) or 4 Trimesters, 64 Instructional Weeks (Starting Summer I 2023)
Time to Complete	12 Months (Prior to Summer I 2023)8 Months (Starting Summer I 2023) or 16 Months (Starting Summer I 2023)

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 135 precepted clinical hours.

Standard Occupational Classification (SOC) Codes: 29-1141.00 , 25-1072.00, 11-9111.00

The Nurse Leader track helps to prepare the graduate for the challenges of leading health care organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, research utilization, strategic planning, and financial management, as well as policy development, ethical concepts and practices, and opportunities to collaborate with other health care disciplines. The program helps prepare the nurse leader to lead processes and teams and apply analytical and problem-solving skills to enhance the quality of patient care outcomes in a variety of settings.

Completion of this program would support eligibility requirements necessary to apply for certification with the American Nurses Credentialing Center (ANCC) as a Nurse Executive (NE-BC).

Nurse Leader Program Learning Outcomes

1. Appraise current nursing practices to ensure compliance with regulatory, accreditation, and quality agencies.
2. Determine organizational needs for quality, safety, and patient care models.
3. Demonstrate systems thinking in decision-making.
4. Develop financial business acumen understanding business landscape competitive environment .
5. Develop fiduciary responsibilities.
6.

Leadership

7. Entrepreneurship
8. Create and innovate new healthcare delivery models combining medical, financial, and business expertise to promote equity, access, and quality in healthcare services.

ADMISSION REQUIREMENTS

Applicants to the program must meet the following requirements (Post-Master's Certificates All Track Options):

1. Completion of the application for admission.
2. Complete all university admissions requirements.
3. Completion of a Master of Science (MSN) or Doctorate of Nursing Practice (DNP) from an ACEN, CCNE, or CNEA accredited program, with a 3.0 GPA or better.
    a. Applicants can be conditionally admitted into the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period to be admitted to the program.
4. A valid and unencumbered license as a registered nurse in any US State or territory in which the student is licensed, including the State in which the student completes all assignments for the program.
    a. Military, federal, and foreign-educated nurses must meet this State requirement for nursing licensure.
    b. An active and unencumbered RN license(s) must be maintained throughout the program.
    c. A domestic or foreign medical degree is not equivalent to a nursing degree.

*Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.

PMC Probational Admission Requirements

Applicants with a CGPA of 2.70-2.99 may be considered for probational admission after meeting the following Probational admissions requirements. Based on review of the applicant packet the Program Dean may request an interview in consideration for admission.

1. The applicant must provide a letter of intent.
2. The applicant must be approved for admission by the Program Dean/Director.
3. The applicant must satisfy program prerequisites and achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students failing to meet these requirements following the first trimester (two terms) will be administratively withdrawn from the university.

Additional Nurse Practitioner Program Tracks Admission Requirements for Applicants with Nursing Degrees Awarded Outside of the United States

Students with nursing degrees outside of the United States will not be considered for admission into the Post-Masters Nurse Practitioner Programs [Adult-Gerontology Acute Care; Adult-Gerontology Primary Care; Family, and Psychiatric Mental Health]. However, applicants may be considered for admission into one of the WCU MSN or RN to MSN programs.

Language Verification Requirements

Students with foreign degrees applying to a nursing program must possess proficiency in English at a level to enable them to succeed in graduate-level studies. The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET) must be taken if the applicant's native language is not English. Results must be sent directly from TOEFL, IELTS, or Duolingo to the West Coast University admissions department. Copies are not acceptable. Your application will not be considered until you have achieved at least the minimum score.

- TOEFL - minimum composite score of 100, with sub-scores of 21 or higher.
- IELTS – minimum overall band score of 7.0, with a speaking band score of 7.0 or higher and other band scores of 6.0 or higher.
- DET – minimum score of 125.

PMC Additional Admissions Requirements Advanced Practice Registered Nurse (APRN) Tracks Only:

In addition to the admissions requirements above, applicants to the PMC of Science in Nursing - Advanced Practice Registered Nurse tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. A valid and unencumbered license as an RN in any US State or territory in which the student is licensed, including the State in which the student completes practicum experiences.
3. PMC applicants who have been dismissed from a previous WCU nurse practitioner program track do not qualify for admission into any of the PMC Nurse Practitioner Tracks.
4. PMC applicants will have a formal transfer of credit gap analysis prior to acceptance of admission.
5. PMC applicants who do not meet full admissions criteria will not be considered.
6. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care RN experience before entering APRN core courses.
7. Adult-Gerontology Acute Care Track applicants must have one (1) year of intensive care unit (ICU) experience as a registered nurse (RN) within the past 5 years prior to admission.
8. Psychiatric Mental Health Nurse Practitioner Track applicants must have one (1) year of registered nurse (RN) experience in direct patient care or a minimum of six (6) months of direct patient care experience in psychiatric mental health nursing (preferred) within the last 5 years prior to admission.
9. All students will be required to complete the Supplemental Application Form.

California APRN Tracks Additional Admission Requirements/Information

California applicants will be provided information on the selection process during information sessions.

California Board of Nursing capped APRN program application period opening dates are as follows:

- September 1st, for January start
- December 1st, for March start

The application period closes:

- October 1st for January start
- January 1st for March start

Applicants are required to complete the following:

- Complete each section of the application and submit by the deadline provided.
- After submission complete the Supplemental Application Form and all document requirements.

The APRN selection committee carefully reviews each application and supplemental information. The selection committee selects qualified applicants for admission consideration. Admissions will notify the applicants of admission status based on the selection committee and space availability.

Incomplete applications will be rejected after seven (7) business days (M-F exclusive of University Holidays), applicants will be notified by admissions that they no longer are considered for admission.

PMC Nursing Transfer Credits

Students who request transfer credits for courses must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. All nursing transferred courses in which a grade of B or better was received will be evaluated for transfer credit. If students are unable to submit transcripts or transcripts are unavailable, students may submit unofficial transcripts by the student's first day of the first course. Official transcripts must be received by the end of the first term. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

For students planning to obtain a California Furnishing License, they may be required by the California Board of Registered Nursing (BRN) to take additional continuing education units per statute (https://www.rn.ca.gov/pdfs/regulations/npr-b-45.pdf). The minimum course requirement is:

A post-RN licensure advanced pharmacology course based on the RN's previous knowledge of pharmacology and pharmacotherapeutics.

- Three (3) semester units or five (5) quarter units academic course.

OR

- A forty-five-hour (45) continuing education (CE) course. The course must include a written test of knowledge to demonstrate comprehension of the course objectives.

APRN Transfer Credit Gap Analysis

1. All Post Masters Certificates and transfers of credit into the nurse practitioner programs must have an *APRN Transfer Credit Gap Analysis* completed prior to admission acceptance. Students will be required to submit transcripts and may be required to submit course syllabi to determine transfer credit equivalency.
2. Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment course(s) [3P] must have been completed within the last five (5) years with a grade of "B" or better.
3. Any 3P courses that are population specific (e.g., Advanced Pediatric Assessment, Advanced Pathophysiology for the CRNA, Advanced Pathophysiology for the Neonate, Advanced Psychopharmacology, etc.) are not transferable.
4. If courses were taken more than five (5) years from the date of program application, applicants must repeat the course(s).
    a. For Post-Masters Certificate applicants who have taken an equivalent 3P course(s) that is more than five (5) years from the date of program application, transfer of credit may be considered for those who have an active NP certification.
5. Applicants who hold an MSN degree with a focus on education, leadership, informatics, or another area will be required to take essential APRN core courses including Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment prior to the desired focused specialty track courses.

6. APRN specialty courses will not be considered for transfer of credit. APRN specialization coursework must be completed at West Coast University.

Note: CA BRN related to prescriptive authority may have additional requirements. Some applicants may be required to take additional courses or continuing education equivalence based on licensure board of nursing.

PMC Progression Requirements (All Certificates)

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600-level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress (SAP) policy.

1. Maintain an active, unencumbered RN license throughout the program.
2. An active, unencumbered license is required up to degree completion and will be verified throughout the program.
3. Failure to present a valid RN license may result in dismissal from the university until such time as an active, unencumbered license is obtained.
4. A student in the APRN tracks must participate in two (2) mandatory On-site Intensives (OSI). The OSI brings students to campus or other locations to learn, practice, and demonstrate essential hands-on skills and competencies required by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the missed OSI, and the student must retake the course and complete the OSI to progress in the program.
5. All course and clinical educational program requirements must be successfully completed to meet graduation requirements. All course and practicum requirements are published in the course syllabi and expanded upon in the Post-Licensure Nursing Student Handbook. Students will have access to course syllabi one week prior to the term start date. Students will have access to the Post-Licensure Nursing Student Handbook after acceptance into the nursing program.
6. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.
7. Students in the nursing graduate program must earn a B or better in all post-licensure nursing courses. Students will be required to repeat any course for which they achieved less than a "B" the next term the course is offered. (Minimum passing grade of "B" will be in effect Summer 1 2023 and beyond) Probationally admitted students are required to adhere to the Probational Admission Policy.
    - Fully admitted students in specialty tracks other than nurse practitioner tracks who receive a third grade less than a "B" in any nursing course will be dismissed from the nursing program.
    - Fully admitted students in a nurse practitioner track who receives a second grade less than a "B" in any nursing course will be dismissed from the nursing program.
8. Students who fail a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress to the next course and must follow the University's Incomplete policy.
9. Student Conduct from a Clinical Site

- Students in clinical sites will be held to the University's Student Conduct Code. Incidents reported to the student's Program Dean will be reported to the Campus Director of Student Affairs for investigation and potential adjudication and disciplinary sanctions.

Nurse Leader Certificate (Post-Master's) Curriculum

Nurse Leader Certificate (Post-Master's) Coursework

Nurse Leader (Post-Master's) Certificate Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Adult-Gerontology Acute Care Nurse Practitioner Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	29 Credits
Program Length	5 Trimesters, 80 Instructional Weeks (Prior to Fall 1 2024)or 4 Trimesters, 64 Instructional Weeks (Effective Fall 1 2024)
Time to Complete	20 Months (Prior to Fall 1 2024)or 16 Months (Effective Fall 1 2024)

* *This program will be available for students to apply by October 2021 with a start date of Fall II 2021 and will only be available through the Online Texas Campus*

Program length may vary. WCU distance education programs may not be available to residents in all states.

Hour Requirement: this track requires a total of 500 precepted clinical hours (prior to Fall 1) and a total of 540 precepted clinical hours (Starting Fall 1).

Standard Occupational Classification (SOC) Code: 29-1170.00

Program Learning Outcomes

Upon completion, post-master's certificate students will:

APRN Core and Specialty

1. Synthesize the core knowledge of advanced pathophysiology, pharmacology, health assessment, and physical examination to develop informed differential diagnoses.
2. Deliver individualized, evidence-based, culturally competent, and equitable person-centered care to diverse populations.
3. Employ therapeutic communication strategies utilizing and emerging technologies to facilitate interdisciplinary collaborative care across the healthcare continuum.
4. Coordinate effective patient-specific care utilizing policies, standards of care, and available resources.
5. Advocate for policy changes that create safe, accessible, and quality health care for patients leading to principles of entrepreneurship and innovation within a dynamic healthcare environment.

Effective Fall I 2024:

APRN Core and Specialty PLOs

1. Integrate nursing science and related fields, such as physiology, statistics, psychosocial, political, financial, genetics, public health and organization sciences in the continued improvement of nursing across the continuum of health care settings.
2. Provide leadership in a variety of settings that promote high quality, safe patient care that also incorporates ethical decision making and effective inter-professional working relationships.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards and performance measures necessary to apply quality principles, within any type of organization.

4. Apply evidenced based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate, integrate and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence individual health and health care systems.
7. Communicate and coordinate inter-professionally in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidenced based practices of health promotion and disease prevention using client centered, culturally and age appropriate concepts in the nursing process of services to individuals, families and broad-based aggregate populations.
9. Demonstrate an advanced level of scientific and nursing-specific knowledge with the ability to integrate that knowledge into nursing practice that influences health care outcomes for individual, families, populations and/or systems.

ADMISSION REQUIREMENTS

Applicants to the program must meet the following requirements (Post-Master's Certificates All Track Options):

1. Completion of the application for admission.
2. Complete all university admissions requirements.
3. Completion of a Master of Science (MSN) or Doctorate of Nursing Practice (DNP) from an ACEN, CCNE, or CNEA accredited program, with a 3.0 GPA or better.
    a. Applicants can be conditionally admitted into the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period to be admitted to the program.
4. A valid and unencumbered license as a registered nurse in any US State or territory in which the student is licensed, including the State in which the student completes all assignments for the program.
    a. Military, federal, and foreign-educated nurses must meet this State requirement for nursing licensure.
    b. An active and unencumbered RN license(s) must be maintained throughout the program.
    c. A domestic or foreign medical degree is not equivalent to a nursing degree.

*Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.

Additional Nurse Practitioner Program Tracks Admission Requirements for Applicants with Nursing Degrees Awarded Outside of the United States

Students with nursing degrees outside of the United States will not be considered for admission into the Post-Masters Nurse Practitioner Programs [Adult-Gerontology Acute Care; Adult-Gerontology Primary Care; Family, and Psychiatric Mental Health]. However, applicants may be considered for admission into one of the WCU MSN or RN to MSN programs.

Language Verification Requirements

Students with foreign degrees applying to a nursing program must possess proficiency in English at a level to enable them to succeed in graduate-level studies. The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET) must be taken if the applicant's native language is not English. Results must be sent directly from TOEFL, IELTS, or Duolingo to the West Coast University admissions department. Copies are not acceptable. Your application will not be considered until you have achieved at least the minimum score.

- TOEFL - minimum composite score of 100, with sub-scores of 21 or higher.

- IELTS – minimum overall band score of 7.0, with a speaking band score of 7.0 or higher and other band scores of 6.0 or higher.
- DET – minimum score of 125.

PMC Additional Admissions Requirements Advanced Practice Registered Nurse (APRN) Tracks Only:

In addition to the admissions requirements above, applicants to the PMC of Science in Nursing - Advanced Practice Registered Nurse tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. A valid and unencumbered license as an RN in any US State or territory in which the student is licensed, including the State in which the student completes practicum experiences.
3. PMC applicants who have been dismissed from a previous WCU nurse practitioner program track do not qualify for admission into any of the PMC Nurse Practitioner Tracks.
4. PMC applicants will have a formal transfer of credit gap analysis prior to acceptance of admission.
5. PMC applicants who do not meet full admissions criteria will not be considered.
6. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care RN experience before entering APRN core courses as verified using the experience verification form.
7. Adult-Gerontology Acute Care Track applicants must have one (1) year of intensive care unit (ICU) experience as a registered nurse (RN) within the past 5 years prior to admission as verified using the experience verification form.
8. Psychiatric Mental Health Nurse Practitioner Track applicants must have one (1) year of registered nurse (RN) experience in direct patient care or a minimum of six (6) months of direct patient care experience in psychiatric mental health nursing (preferred) within the last 5 years prior to admission as verified using the experience verification form.
9. All students will be required to complete the Supplemental Application Form.

*Students admitted to APRN tracks under previous admissions requirements and have withdrawn that have completed more than 75% of the credits associated with the program will be re-admitted to the previous version of their program using previous requirements.

California APRN Tracks Additional Admission Requirements/Information

California applicants will be provided information on the selection process during information sessions.

California Board of Nursing capped APRN program application period opening dates are as follows:

- September 1st, for January start
- December 1st, for March start

The application period closes:

- October 1st for January start
- January 1st for March start

Applicants are required to complete the following:

- Complete each section of the application and submit by the deadline provided.
- After submission complete the Supplemental Application Form and all document requirements.

The APRN selection committee carefully reviews each application and supplemental information. The selection committee selects qualified applicants for admission consideration. Admissions will notify the applicants of admission status based on the selection committee and space availability.

Incomplete applications will be rejected after seven (7) business days (M-F exclusive of University Holidays), applicants will be notified by admissions that they no longer are considered for admission.

PMC Nursing Transfer Credits

Students who request transfer credits for courses must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. All nursing transferred courses in which a grade of B or better was received will be evaluated for transfer credit. If students are unable to submit transcripts or transcripts are unavailable, students may submit unofficial transcripts by the student's first day of the first course. Official transcripts must be received by the end of the first term. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

For students planning to obtain a California Furnishing License, they may be required by the California Board of Registered Nursing (BRN) to take additional continuing education units per statute (https://www.rn.ca.gov/pdfs/regulations/npr-b-45.pdf). The minimum course requirement is:

A post-RN licensure advanced pharmacology course based on the RN's previous knowledge of pharmacology and pharmacotherapeutics.

- Three (3) semester units or five (5) quarter units academic course.

OR

- A forty-five-hour (45) continuing education (CE) course. The course must include a written test of knowledge to demonstrate comprehension of the course objectives.

APRN Transfer Credit Gap Analysis

1. All Post Masters Certificates and transfers of credit into the nurse practitioner programs must have an *APRN Transfer Credit Gap Analysis* completed prior to admission acceptance. Students will be required to submit transcripts and may be required to submit course syllabi to determine transfer credit equivalency.
2. Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment course(s) [3P] must have been completed within the last five (5) years with a grade of "B" or better.
3. Any 3P courses that are population specific (e.g., Advanced Pediatric Assessment, Advanced Pathophysiology for the CRNA, Advanced Pathophysiology for the Neonate, Advanced Psychopharmacology, etc.) are not transferable.
4. If courses were taken more than five (5) years from the date of program application, applicants must repeat the course(s).
    a. For Post-Masters Certificate applicants who have taken an equivalent 3P course(s) that is more than five (5) years from the date of program application, transfer of credit may be considered for those who have an active NP certification.
5. Applicants who hold an MSN degree with a focus on education, leadership, informatics, or another area will be required to take essential APRN core courses including Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment prior to the desired focused specialty track courses.
6. APRN specialty courses will not be considered for transfer of credit. APRN specialization coursework must be completed at West Coast University.

Note: CA BRN related to prescriptive authority may have additional requirements. Some applicants may be required to take additional courses or continuing education equivalence based on licensure board of nursing.

PMC Progression Requirements (All Certificates)

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600-level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress (SAP) policy.

1. Maintain an active, unencumbered RN license throughout the program.
2. An active, unencumbered license is required up to degree completion and will be verified throughout the program.
3. Failure to present a valid RN license may result in dismissal from the university until such time as an active, unencumbered license is obtained.
4. A student in the APRN tracks must participate in two (2) mandatory On-site Intensives (OSI). The OSI brings students to campus or other locations to learn, practice, and demonstrate essential hands-on skills and competencies required by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the missed OSI, and the student must retake the course and complete the OSI to progress in the program.
5. All course and clinical educational program requirements must be successfully completed to meet graduation requirements. All course and practicum requirements are published in the course syllabi and expanded upon in the Post-Licensure Nursing Student Handbook. Students will have access to course syllabi one week prior to the term start date. Students will have access to the Post-Licensure Nursing Student Handbook after acceptance into the nursing program.
6. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.
7. Students in the nursing graduate program must earn a B or better in all post-licensure nursing courses. Students will be required to repeat any course for which they achieved less than a "B" the next term the course is offered. (Minimum passing grade of "B" will be in effect Summer 1 2023 and beyond) Probationally admitted students are required to adhere to the Probational Admission Policy.
    - Fully admitted students in specialty tracks other than nurse practitioner tracks who receive a third grade less than a "B" in any nursing course will be dismissed from the nursing program.
    - Fully admitted students in a nurse practitioner track who receives a second grade less than a "B" in any nursing course will be dismissed from the nursing program.
8. Students who fail a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress to the next course and must follow the University's Incomplete policy.
9. Student Conduct from a Clinical Site

- Students in clinical sites will be held to the University's Student Conduct Code. Incidents reported to the student's Program Dean will be reported to the Campus Director of Student Affairs for investigation and potential adjudication and disciplinary sanctions.

PROGRAM INFORMATION AND DISCLOSURES

Adult-Gerontology Acute Care Nurse Certificate (Post-Master's)

Accreditation & Approvals Disclosure

The Adult-Gerontology Acute Care Nurse Practitioner Certificate (Post-Master's) coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

A student in the Psychiatric-Mental Health Nurse Practitioner Certificate (Post-Master's) online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (POST-MASTER'S) CURRICULUM

Adult-Gerontology Acute Care Nurse Practitioner (Post-Master's) Coursework - Prior to Fall I 2024

Adult-Gerontology Acute Care Nurse Practitioner (Post-Master's) Coursework - Effective Fall I 2024

Adult-Gerontology Acute Care Nurse Practitioner (Post-Master's) Certificate Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Psychiatric - Mental Health Nurse Practitioner Certificate (Post-Master's)

Program Location	Distance Education/Online
Program Credits	32 Credits
Program Length*	5 Trimesters, 80 Instructional Weeks (Prior to Fall 1 2024)or 4 Trimesters, 64 Instructional Weeks (Effective Fall 1 2024)
Time to Complete	20 Months (Prior to Fall 1 2024)or 16 Months (Effective Fall 1 2024)

**Program length may vary.*

WCU distance education programs may not be available to residents in all states.

Clinical Hour Requirement: this track requires a total of 500 precepted clinical hours (prior to Fall 1) and a total of 540 precepted clinical hours (Starting Fall 1).

Standard Occupational Classification (SOC) Code: 29-1170.00

Program Learning Outcomes

Upon completion, post-master's certificate students will:

APRN Core and Specialty

1. Synthesize the core knowledge of advanced pathophysiology, pharmacology, health assessment, and physical examination to develop informed differential diagnoses.
2. Deliver individualized, evidence-based, culturally competent, and equitable person-centered care to diverse populations.
3. Employ therapeutic communication strategies utilizing and emerging technologies to facilitate interdisciplinary collaborative care across the healthcare continuum.
4. Coordinate effective patient-specific care utilizing policies, standards of care, and available resources.
5. Advocate for policy changes that create safe, accessible, and quality health care for patients leading to principles of entrepreneurship and innovation within a dynamic healthcare environment.

Effective Fall I 2024:

APRN Core and Specialty PLOs

1. Integrate nursing science and related fields, such as physiology, statistics, psychosocial, political, financial, genetics, public health and organization sciences in the continued improvement of nursing across the continuum of health care settings.
2. Provide leadership in a variety of settings that promote high quality, safe patient care that also incorporates ethical decision making and effective inter-professional working relationships.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards and performance measures necessary to apply quality principles, within any type of organization.
4. Apply evidenced based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate, integrate and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence individual health and health care systems.
7. Communicate and coordinate inter-professionally in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidenced based practices of health promotion and disease prevention using client centered, culturally and age appropriate concepts in the nursing process of services to individuals, families and broad-based aggregate populations.
9. Demonstrate an advanced level of scientific and nursing-specific knowledge with the ability to integrate that knowledge into nursing practice that influences health care outcomes for individual, families, populations and/or systems.

ADMISSION REQUIREMENTS

Applicants to the program must meet the following requirements (Post-Master's Certificates All Track Options):

1. Completion of the application for admission.
2. Complete all university admissions requirements.
3. Completion of a Master of Science (MSN) or Doctorate of Nursing Practice (DNP) from an ACEN, CCNE, or CNEA accredited program, with a 3.0 GPA or better.
    a. Applicants can be conditionally admitted into the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period to be admitted to the program.
4. A valid and unencumbered license as a registered nurse in any US State or territory in which the student is licensed, including the State in which the student completes all assignments for the program.
    a. Military, federal, and foreign-educated nurses must meet this State requirement for nursing licensure.
    b. An active and unencumbered RN license(s) must be maintained throughout the program.
    c. A domestic or foreign medical degree is not equivalent to a nursing degree.
5. Completion of all pre-requisite coursework

*Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.

Additional Nurse Practitioner Program Tracks Admission Requirements for Applicants with Nursing Degrees Awarded Outside of the United States

Students with nursing degrees outside of the United States will not be considered for admission into the Post-Masters Nurse Practitioner Programs [Adult-Gerontology Acute Care; Adult-Gerontology

Primary Care; Family, and Psychiatric Mental Health]. However, applicants may be considered for admission into one of the WCU MSN or RN to MSN programs.

Language Verification Requirements

Students with foreign degrees applying to a nursing program must possess proficiency in English at a level to enable them to succeed in graduate-level studies. The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET) must be taken if the applicant's native language is not English. Results must be sent directly from TOEFL, IELTS, or Duolingo to the West Coast University admissions department. Copies are not acceptable. Your application will not be considered until you have achieved at least the minimum score.

- TOEFL - minimum composite score of 100, with sub-scores of 21 or higher.
- IELTS – minimum overall band score of 7.0, with a speaking band score of 7.0 or higher and other band scores of 6.0 or higher.
- DET – minimum score of 125.

PMC Additional Admissions Requirements Advanced Practice Registered Nurse (APRN) Tracks Only:

In addition to the admissions requirements above, applicants to the PMC of Science in Nursing - Advanced Practice Registered Nurse tracks must also meet the following admissions requirements:

1. Recommendation for admission by the Program Dean/Director and admission committee members. Past academic performance and professional achievements will be evaluated using a rubric to determine the applicant's level of qualification.
2. A valid and unencumbered license as an RN in any US State or territory in which the student is licensed, including the State in which the student completes practicum experiences.
3. PMC applicants who have been dismissed from a previous WCU nurse practitioner program track do not qualify for admission into any of the PMC Nurse Practitioner Tracks.
4. PMC applicants will have a formal transfer of credit gap analysis prior to acceptance of admission.
5. PMC applicants who do not meet full admissions criteria will not be considered.
6. Applicants to the APRN tracks must have a minimum of one (1) year of direct patient care RN experience before entering APRN core courses as verified using the experience verification form.
7. Adult-Gerontology Acute Care Track applicants must have one (1) year of intensive care unit (ICU) experience as a registered nurse (RN) within the past 5 years prior to admission as verified using the experience verification form.
8. Psychiatric Mental Health Nurse Practitioner Track applicants must have one (1) year of registered nurse (RN) experience in direct patient care or a minimum of six (6) months of direct patient care experience in psychiatric mental health nursing (preferred) within the last 5 years prior to admission as verified using the experience verification form.

*Students admitted to APRN tracks under previous admissions requirements and have withdrawn that have completed more than 75% of the credits associated with the program will be re-admitted to the previous version of their program using previous requirements.

Program Pre-Requisites:

Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment course(s) [3Ps] must have been completed within the last five (5) years with a grade of "B" or better.

Any 3P courses that are population-specific (e.g., Advanced Pediatric Assessment, Advanced Pathophysiology for the CRNA, Advanced Pathophysiology for the Neonate, Advanced Psychopharmacology, etc.) are not considered completed for the purposes of pre-requisite coursework.

If courses were taken more than five (5) years from the date of program application, applicants must

repeat the course(s) to be eligible for the PMC.
Applicants who have taken an equivalent 3P course(s) that is more than five (5) years from the date of program application, pre-requisite fulfillment may be considered for those who have an active NP certification.

Advanced Physiology/Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment for applicants who hold an MSN degree with a focus on education, leadership, informatics, or another non-APRN area will not fulfill the pre-requisite requirement.

WCU offers the pre-requisite courses for students who do not meet the requirements. Financial Aid may be available for those who qualify.

PMC Progression Requirements (All Certificates)

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600-level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress (SAP) policy.

1. Maintain an active, unencumbered RN license throughout the program.
2. An active, unencumbered license is required up to degree completion and will be verified throughout the program.
3. Failure to present a valid RN license may result in dismissal from the university until such time as an active, unencumbered license is obtained.
4. A student in the APRN tracks must participate in two (2) mandatory On-site Intensives (OSI). The OSI brings students to campus or other locations to learn, practice, and demonstrate essential hands-on skills and competencies required by nurse practitioners. Students who do not attend the OSI automatically fail the course that is associated with the missed OSI, and the student must retake the course and complete the OSI to progress in the program.
5. All course and clinical educational program requirements must be successfully completed to meet graduation requirements. All course and practicum requirements are published in the course syllabi and expanded upon in the Post-Licensure Nursing Student Handbook. Students will have access to course syllabi one week prior to the term start date. Students will have access to the Post-Licensure Nursing Student Handbook after acceptance into the nursing program.
6. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.
7. Students in the nursing graduate program must earn a B or better in all post-licensure nursing courses. Students will be required to repeat any course for which they achieved less than a "B" the next term the course is offered. (Minimum passing grade of "B" will be in effect Summer 1 2023 and beyond) Probationally admitted students are required to adhere to the Probational Admission Policy.
    - Fully admitted students in specialty tracks other than nurse practitioner tracks who receive a third grade less than a "B" in any nursing course will be dismissed from the nursing program.
    - Fully admitted students in a nurse practitioner track who receives a second grade less than a "B" in any nursing course will be dismissed from the nursing program.
8. Students who fail a sequenced theory and/or clinical course may not continue to the next course in the sequence until the failed course is repeated successfully. Students must complete all required clinical hours in each of the clinical courses, or they will not progress to the next course and must follow the University's Incomplete policy.
9. Student Conduct from a Clinical Site

- Students in clinical sites will be held to the University's Student Conduct Code. Incidents reported to the student's Program Dean will be reported to the Campus Director of Student Affairs for investigation and potential adjudication and disciplinary sanctions.

PROGRAM INFORMATION AND DISCLOSURES

Psychiatric Mental Health Nurse Certificate (Post-Master's)

Accreditation & Approvals Disclosure

The Psychiatric-Mental Health Nurse Practitioner Certificate (Post-Master's) coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

A student in the Psychiatric-Mental Health Nurse Practitioner Certificate (Post-Master's) online program at West Coast University participates in two (2) On-site Intensive (OSI) weekends. The OSI brings students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

PMHNP Certificate Disclosure Regarding the CA Board of Registered Nursing (BRN)

After successful completion of the West Coast University Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate program, graduates will be able to apply for certification with the California Board of Registered Nursing (BRN) through "Method One"

For more information about Certification application requirements, please visit the California Board of Registered Nursing (BRN) at, www.rn.ca.gov/applicants

PSYCHIATRIC MENTAL HEALTH CARE NURSE PRACTITIONER (POST-MASTER'S) CURRICULUM

Psychiatric Mental Health Care Nurse Practitioner (Post-Master's) Coursework - Effective Fall I 2024

Psychiatric Mental Health Care Nurse Practitioner (Post-Master's) Coursework - Prior to Fall I 2024

Psychiatric Mental Health Care Nurse Practitioner (Post-Master's) Certificate Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Occupational Therapy (MSOT), Master of Science Degree - California

Program Location	Center for Graduate Studies
Program Credits	96 Credits
Program Length*	6 Trimesters, 90 Weeks
Time to Complete	24 Months

**Program length may vary.*

Standard Occupational Classification (SOC) Code: 29-1122.00, 29-1122.01

Program Mission: Our mission is to develop caring and competent entry-level generalists who are lifelong learners and who can develop into advocates and leaders for the Occupational Therapy profession in diverse local and global communities. Through a student-centric and inter-professional curriculum, the students will be prepared to be reflective practitioners by applying principles of evidence-based practice, research, and critical thinking to facilitate the well-being of consumers through engagement in valued occupations and as it relates to health promotion, prevention, and wellness.

Program Objective: West Coast University's Occupational Therapy Program is based on the belief that all humans are occupational beings in nature, and in the healing power of occupation whereby

humans can influence their own health status. Occupational engagement and thus occupation-based interventions are therefore the central theme of the curriculum.

Program Learning Outcomes:

Upon successful completion of the program the Master of Science in Occupational Therapy students will be able to:

1. Develop and implement client centered care that is inclusive of cultural values, beliefs and needs.
2. Demonstrate effective communication skills to function effectively as a member of an inter-professional health care team.
3. Support all clinical decision making with evidence based knowledge.
4. Design interventions with a central focus on occupation as the means and end of therapeutic processes, in line with the profession's philosophy.
5. Integrate health promotion and wellness in interventions with individuals, communities and populations.
6. Model leadership and advocacy for occupational therapy in the full range of service areas.

ADMISSION REQUIREMENTS

A student applying for admission to a graduate program at West Coast University must:

1. Submit a completed application for admission with all admissions requirements through the Centralized Application Service for Occupational Therapy system (OTCAS).
2. Meet the program admissions requirements.
3. Submit a copy of official transcripts through OTCAS.
4. Participate in a qualitative admissions interview arranged by the admissions department.
5. Complete an enrollment agreement if accepted into the program.
6. All requirements must be met by the application deadline in order to be considered. Program specific application requirements and prerequisites:

Traditional Admissions Pathway

1. Have obtained a bachelor's degree from a regionally accredited institution. 3.0 minimum GPA preferred for the last 60 semester units.
2. Application can be submitted during enrollment in an undergraduate degree program or during completion of prerequisite course work. However, pending coursework/undergraduate degree along with and all other requirements must be completed, met, and verified through OTCAS by the deadline in order to qualify.
3. Medical terminology course required.
4. Applicants who earned a bachelor's degree in a non-English speaking country must have verification of the following scores within two years of intended enrollment:
5. An Internet Based TOEFL (iBT) score of 90 with no less than 20 on each sub-score; or
   a. An IELTS of 6.5 with no less than 6 on each band score.
   b. Students whose native language is English and/or students with a bachelor's degree from a U.S. college or university are exempted from this examination.
6. Applicants must have obtained an overall 3.0 Grade Point Average (GPA) of program prerequisite courses (from institutionally accredited universities) within the last ten years and with a grade of a C or better.
   a. ***Required prerequisite courses:***

- Two (2) courses in the humanities or social sciences (Psychology, Sociology, Humanities, Anthropology; Philosophy; Religion; Ethics; Cultural studies; Group Dynamics - 3 semester units each).
- One (1) Statistics course. (3 semester units)
- One (1) course in Human Anatomy plus Lab (3 semester units).
- One (1) course in Physiology plus Lab (3 semester units).
- One (1) course in Human Development or Lifespan (Human Growth & Development, Developmental Psychology, Lifespan Psychology (3 semester units).
- One (1) course in Abnormal or Behavioral Psychology (Abnormal Behavior, Abnormal Psychology, Psychopathology, Behavioral Disorders) (3 semester units).
- One (1) course in Advanced Writing (3 semesters units)

b. Student should have:

- Basic computer skills in Microsoft Word and PowerPoint
- Three (3) references: (1-2) occupational therapists; 1 faculty member/advisor; 1 professional
- A minimum of 40 volunteer or observation hours obtained from an occupational therapy setting of choice or multiple settings.

c. Full-time devotion to this program is highly recommended; any employment can interfere with the successful completion of this program.

d. In order to be considered, all program specific admissions requirements and prerequisites must be met by the deadline posted on OTCAS.

OTA Pathway

1. Must provide evidence of current certification and license as an OTA.
2. Must provide evidence of one year of work experience as an OTA – fieldwork experience will be counted.
3. Application can be submitted during completion of prerequisite course work. However, pending coursework along with all other requirements must be completed, met, and verified through OTCAS by the posted deadline on OTCAS in order to qualify.
4. Applicants must have obtained an overall 3.0 Grade Point Average (GPA) of program prerequisite courses (from institutionally accredited universities) within the last ten years and with a grade of a C or better.
   a. **Required prerequisite courses** (credits earned from an OTA program can be evaluated for acceptance):
      i. Two (2) courses in the humanities or social sciences (Psychology, Sociology, Humanities, Anthropology; Philosophy; Religion; Ethics; Cultural studies; Group Dynamics - 3 semester units each).
      ii. One (1) Statistics course. (3 semester units).
      iii. One (1) course in Human Anatomy plus Lab (3 semester units).
      iiii. One (1) course in Physiology plus Lab (3 semester units).
      iiiii. One (1) course in Human Development or Lifespan (Human Growth & Development, Developmental Psychology, Lifespan Psychology (3 semester units).
      iiiiii. One (1) course in Abnormal or Behavioral Psychology (Abnormal Behavior, Abnormal Psychology, Psychopathology, Behavioral Disorders) (3 semester units).
      iiiiiii. One (1) course in Advanced Writing (3 semesters units).
   b. Student should have:

i. Basic computer skills in Microsoft Word and PowerPoint

ii. Three (3) references: (1-2) occupational therapists; 1 faculty member/advisor; 1 professional

c. Full-time devotion to this program is highly recommended; any employment can interfere with the successful completion of this program.

d. In order to be considered, all program specific admissions requirements and prerequisites must be met by the deadline posted on OTCAS.

- The University reserves the right to deny admission to applicants if the admissions requirements are not successfully met. The denial of admissions is final and may not be appealed.
- Health Insurance Requirement - Students enrolled in the MSOT program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

The Master of Science in Occupational Therapy program does not allow transfer credit.

Please refer to OTCAS (www.otcas.org) for additional details about admissions requirements.

MSOT Candidate Deposit

Applicants are conditionally accepted to the Master of Science in Occupational Therapy program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

For specific graduation requirements, please see the MSOT Graduation Requirements.

PROGRAM INFORMATION AND DISCLOSURES

Master of Science in Occupational Therapy Program Accreditation Disclosure

The entry-level MSOT Program at WCU received accreditation on December 11, 2014 from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number is 301-652-6611, and their web address is acoteonline.org. Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, states require licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

More information about the NBCOT examination process is available at: www.nbcot.org.

California Board of Occupational Therapy (CBOT) Disclosure

Graduates who wish to practice in California must apply with the California Board of Occupational Therapy to be issued licensure to practice in the state of California.

For more information about OTR license application requirements, please visit the California Board of Occupational Therapy at www.bot.ca.gov/.

Health Insurance Requirement

Students enrolled in the MSOT program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

MSOT CURRICULUM

Core Occupational Therapy Courses

MSOT Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Occupational Therapy Doctorate (OTD)

Program Location	Center for Graduate Studies
Program Credits	120 Credits
Program Length	8 Trimesters, 120 Weeks
Time to Complete	32 Months

**Program length may vary.*

Standard Occupational Classification (SOC) Code: 29-1122.00

The philosophy of the Department of Occupational Therapy at WCU reflects the mission statement and values of West Coast University, the values of the occupational therapy profession, and the mission and values of the faculty of the Occupational Therapy Doctorate program. Some of the themes that these entities share are: student-centricity; commitment to the communities served; innovation and creativity; and the efficient use of resources. The occupational therapy curriculum incorporates beliefs about health and well-being, occupation, and teaching and learning. Education is focused on preparing the student to emerge as a "scholar of practice" with advance skill above those of a generalist as a direct care provider, consultant, educator, manager, researcher, and advocate for the professions and the consumer (ACOTE Preamble, p.1)

West Coast University's Occupational Therapy Program is based on the belief that all humans are occupational beings in nature, and in the healing power of occupation whereby humans can influence their own health status. Occupational engagement and thus occupation-based interventions are therefore the central theme of the curriculum.

Our mission is to provide doctoral-level education to develop caring and competent Occupational Therapy practitioners through the integration of theory, research and practice. These scholars of practice will be lifelong learners and can develop into advocates and leaders for the Occupational Therapy profession in diverse local and global communities. Through a student-centric and interprofessional curriculum, the students will be prepared to be reflective practitioners by applying principles of evidence-based practice, research, and critical thinking to facilitate the well-being of consumers through engagement in valued occupations and as it relates to health promotion, prevention, and wellness.

Program Learning Outcomes:

Upon successful completion of the program the Occupational Therapy Doctorate students will be able to:

1. Develop and implement client centered care that is inclusive of cultural values, beliefs and needs.
2. Demonstrate effective communication skills to function effectively as a member of an inter-professional health care team.
3. Apply critical analysis of evidence during the occupational therapy process and participate to increase the body of knowledge of the profession through the preparation and dissemination of scholarship.

4. Design and implement interventions with a central focus on occupation as the means and end of therapeutic process, in line with the professions philosophy.
5. Integrate health promotion and wellness in interventions with individuals, communities and populations.
6. Model leadership and advocacy for occupational therapy in the full range of service areas.

ADMISSION REQUIREMENTS

A student applying for admission to the OTD program at West Coast University must:

1. Submit a completed application for admission through OTCAS and submit transcripts by the deadline.
2. Meet the program admissions requirements.
3. Submit a copy of official transcripts through OTCAS.
4. Participate in a qualitative admissions interview arranged by a University Admissions Advisor.
5. Complete an enrollment agreement if accepted into the program.

Program specific application requirements and prerequisites:

1. Have obtained a bachelor's degree from a regionally accredited institution. 3.0 minimum GPA preferred for the last 60 semester units.
2. Application can be submitted during enrollment in an undergraduate degree program or during completion of prerequisite course work. *Note: In order to be considered for admissions all course work must be completed and final documentation must be submitted by the deadline posted on OTCAS.*
3. Medical terminology course required. (1-2 credits)
4. Applicants who earned a bachelor's degree in a non-English speaking country must have verification of the following scores within two years of intended enrollment:
5. An Internet Based TOEFL (iBT) score of 90 with no less than 20 on each sub-score; or
    a. An IELTS of 6.5 with no less than 6 on each band score.
    b. Students whose native language is English and/or students with a bachelor's degree from a U.S. college or university are exempted from this examination.

1. Applicants must have obtained an overall 3.0 Grade Point Average (GPA) of program prerequisite courses (from accredited universities) within the last ten years.

1. Required prerequisite courses:

- Two (2) courses in the humanities or social sciences (Anthropology; Philosophy; Religion; Ethics; Cultural studies; Group dynamics) (3 semester units)
- One (1) Statistics course (3 semester units)
- One (1) courses in Human Anatomy plus lab (3 semester units)
- One (1) course in Physiology plus lab (3 semester units)
- One (1) course in Human Development or Lifespan (3 semester units)
- One (1) course in Abnormal or Behavioral Psychology (3 semester units)
- One (1) course in Advanced Writing (3 semester units)

1. Student should have:
    a. Basic computer skills in Microsoft Word and PowerPoint
    b. Three (3) references: (1-2) occupational therapists; 1 faculty member/advisor; 1 professional

c. A minimum of 40 volunteer or observation hours obtained from an occupational setting of choice

In order to be considered, all program specific admissions requirements and prerequisites must be met by deadlines posted on OTCAS.

Fulltime devotion to this program is highly recommended; any employment can interfere with the successful completion of this program

- The University reserves the right to deny admission to applicants if the admissions requirements are not successfully met. The denial of admissions is final and may not be appealed.

Health Insurance Requirement - Students enrolled in the OTD program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

The Occupational Therapy Doctorate program does not allow transfer credit.

OTD Candidate Deposit

Applicants are conditionally accepted to the Occupational Therapy Doctorate program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

For specific graduation requirements, please see the OTD Graduation Requirements.

PROGRAM INFORMATION AND DISCLOSURES

Program Information and Disclosure

West Coast University's Occupational Therapy Doctorate program has been granted accreditation by the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number is 301-652-6611, and their web address is acoteonline.org. The program's graduates are eligible to sit for the national certification examination for the occupational therapist by the National Board for Certification in Occupational Therapy (NBCOT), Inc. An individual will be considered an Occupational Therapist, Registered (OTR) following successful completion of the abovementioned exam. Though most states require licensure in order to practice, the state licenses are usually contingent on successful passage of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination as well as eligibility to obtain state licensure.

More information about the NBCOT examination process is available at: www.nbcot.org.

California Board of Occupational Therapy (CBOT) Disclosure

Graduates who wish to practice in California must apply with the California Board of Occupational Therapy to be issued licensure to practice in the state of California.

For more information about OTR license application requirements, please visit the California Board of Occupational Therapy at www.bot.ca.gov/.

Health Insurance Requirement

Students enrolled in the OTD program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

OTD CURRICULUM

The Occupational Therapy Doctorate program is offered on a Trimester system, with 3 trimesters a year. Students may complete the OTD program in a total of 8 trimesters over 32 months.

Core Occupational Therapy Courses

* Professional electives include OCC 737E, OCC 738E, and OCC 739E

OTD Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

Master of Science in Clinical Mental Health Counseling (MSCMHC)

Program Location	Distance Education/Online orHybrid
Program Credits	60 Credits
Program Length*	6 Trimesters, 120 Instructional Weeks
	29 Months

* *Program length may vary. WCU distance education programs may not be available to residents in all states.*

Clinical Hour Requirement: this track requires a total of 135 hours of Supervised Clinical Practicum, 600 hours of Internship that does not count toward 3,000 hours of LPCI required hours. Coordinators will approve clinical site placements, assist with compliance training, and support students as they seek an appropriate site placement.

Standard Occupational Classification (SOC) Codes: 21-1012.00, 21-1014.00, 21-1015.00, 21-1011.00, 11-9151.00, 39-9041.00, 21-1013.00, 21-1019.00, 21-1093.00, 21-1094.00

Program Mission Statement: The mission of the Master of Science in Counseling, Clinical Mental Health Counseling (MSCMHC) program is to prepare students with the knowledge and skills needed to be culturally competent, trauma informed, and stalwart advocates for social justice ensuring equity, and access to effective and affirmative clinical mental health care for all individuals.

Program Vision Statement: The MS in Clinical Mental Health Counseling (CMHC) program envisions cultivating the next generation of professional counselors through a compassionate and rigorous curriculum that focuses on strengths-based approaches. We aim to empower our students to become advocates for mental health, social justice, wellness, and emotional well-being for all.

Clinical Mental Health Counseling Program Learning Outcomes

1. Evaluate counseling models to gain a broad and comprehensive understanding of individual and group assessments, testing, interviewing, and diagnostic processes for client lifespan development.
2. Develop evidence-based practice methods to evaluate individual counseling interventions and program designs and procedures while considering strategies that are culturally and developmentally responsive focused on continuously improving the effectiveness of clinical practice.

3. Deliver competent clinical counseling strategies to foster therapeutic relationships and work effectively and affirmatively with diverse individuals, couples, families, groups, and communities.
4. Facilitate effective counseling relationships to provide affirmative, comprehensive, and culturally competent mental health services to clients from diverse backgrounds across the lifespan and as members of specialized practice and interprofessional teams.
5. Practice a professional identity to prioritize ethical and effective practice as a critical pathway for the healing, empowerment, and the emotional and mental well-being of clients, and to build counseling relationships from a strength-based, intergenerational, trauma-informed perspective.
6. Act as a social justice advocate to serve communities in various capacities, contributing positively and effectively to well-being and positive development, and informing advocacy in counseling decision-making as part of career development.

ADMISSION REQUIREMENTS

A student applying for admission to the MSCMHC program at West Coast University must:

1. Have a baccalaureate degree from an accredited institution with a 3.0 cumulative GPA or higher
2. Submit a copy of official transcripts and/or International Transcript Evaluation, prior to the end of the add/drop period of the first term
3. Provide a Statement of Purpose
4. Provide two (2) professional letters of recommendation
5. Complete the Interview Process
6. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations, if accepted into the program

Language Verification Requirements

Students with foreign degrees applying to the MSCMHC program must possess proficiency in English at a level to enable them to succeed in graduate-level studies. The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Duolingo English Test (DET) must be taken if the applicant's native language is not English. Results must be sent directly from TOEFL, IELTS, or Duolingo to the West Coast University admissions department. Copies are not acceptable. Your application will not be considered until you have achieved at least the minimum score.

- TOEFL - minimum composite score of 100, with sub-scores of 21 or higher.
- IELTS - minimum overall band score of 7.0, with a speaking band score of 7.0 or higher and other band scores of 6.0 or higher.
- DET - minimum score of 125.

Probationary Admissions Requirements

Applicants with an undergraduate GPA of 2.79-2.99 may be considered for probationary admission after meeting the following admissions requirements:

- The applicant must provide a letter of intent.
- The applicant must be approved for admission following an interview with the Program Director/Dean.
- The applicant must satisfy program prerequisites.

A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 3.0 on all coursework attempted over the first semester (two terms). Students who meet this standard will be converted to a full admit status and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their program. Students failing to meet this requirement by the end of the first semester (two terms) will be withdrawn from the university.

Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV, if the student otherwise qualifies for funding, for the first semester of their program of study while completing the requirements for full admission to their program.

MSCMHC CURRICULUM

Master of Science, Clinical Mental Health Counseling Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Master of Business Administration (MBA)

Program Location

Distance Education/Online

- Master of Business Administration (MBA)
    - - Health Administration & Leadership Track
    - - Public Health Track
    -

- Project Management Track

Program Credits

Master of Business Administration (MBA): 36 Credits

Program Length*

- Master of Business Administration (MBA):
    - 3 Trimesters, 48 Instructional Weeks
    - or
    - 6 Trimesters, 96 Instructional Weeks
- - Health Administration & Leadership Track:
    - 3 Trimesters, 48 Instructional Weeks
    - or

- 6 Trimesters, 96 Instructional Weeks

- - Public Health Track:
  - 3 Trimesters, 48 Instructional Weeks
  - or
  - 6 Trimesters, 96 Instructional Weeks
- - Project Management Track:
  - 3 Trimesters, 48 Instructional Weeks
  - or
  -

6 Trimesters, 96 Instructional Weeks

Time to Complete	Master of Business Administration (MBA): 12 Months or 24 Months

* *Program length may vary.*

Please Note: WCU distance education programs may not be available to residents in all states

Standard Occupational Classification (SOC) Code: 11-1000.00, 13.0000.00

The online MBA degree program offers an academic foundation in the core disciplines of business. The MBA program is intended to improve the student's ability to make effective decisions, promote professional growth, and increase their knowledge and understanding of management in a business setting. The MBA degree program offers students a broad, general business administration curriculum that addresses critical issues facing today's managers and leaders. Students will develop foundational knowledge of the business decision-making process.

The philosophy of the program is to provide the knowledge and skills necessary for the application of theoretical and practical knowledge in business to build a strong foundation that will assist the student in addressing the challenges that face leaders in their organizations. The MBA program courses emphasize strong managerial and analytical skills including integral qualitative and quantitative analytical techniques.

The aim of the program is to provide a broad base of experience in core areas of business that ensures diversity of training and provide the students in obtaining a coherent sense of business knowledge that will prepare them for progressive leadership and managerial employment opportunities in all types of business enterprises including health care organizations, financial institutions and other business entities. The program focuses on the knowledge and applications that will help students to manage people and resources.

Program Mission:

The Master of Business Administration program is designed to prepare career-focused individuals to excel as leaders in a wide range of business professions. Students will integrate and apply managerial knowledge, analytical skills, and effective decision-making abilities to achieve professional goals, contribute to organizational performance and productivity, create value in their organizations, and serve their communities.

Program Learning Outcomes:

Upon graduation, MBA students will:

1. Analyze and evaluate issues within a business organization and use data analytics and knowledge of business and management to formulate solutions.
2. Critique and evaluate emerging global and domestic marketing, economics, and financial trends using academic research and practical business literature.
3. Apply and integrate procedures, processes, and information systems tools to effectively manage business finances and operations.
4. Synthesize critical thinking and analytical skills to produce clear and concise business reports.
5. Apply knowledge of business law and ethics to employ effective decision-making.
6. Analyze competitor positions and market opportunities both domestically and globally.

ADMISSION REQUIREMENTS

Applicants for the Master of Business Administration Program must meet the following admissions requirements:

1. Complete an online application for admissions.
2. Participate in an interview with a University Admissions Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations.
4. Have a baccalaureate degree from an accredited institution with a 2.7 cumulative GPA or higher.

    a. Applicants with an undergraduate GPA of 2.00-2.69 may be considered for probationary admission after meeting the following admissions requirements:

        i. The applicant must provide a letter of intent.

        ii. The applicant must be approved for admission following an interview with the Program Director/Dean.

        iii. The applicant must satisfy program prerequisites.

        iiii. A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students who meet this standard will be converted to a full admit status and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their program. Students failing to meet this requirement by the end of the first trimester (two terms) will be withdrawn from the university.

        iiiii. Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV, if the student otherwise qualifies for funding, for the first trimester of their program of study while completing the the requirements for full admission to their program.

5. Provide official undergraduate transcripts of a baccalaureate degree prior to the end of the add/drop period of the first term.

    a. Applicants submitting non-U.S. or non-English transcripts will be required to have their coursework evaluated by a transcript evaluation service to determine the equivalency to a U.S. degree/course. If the transcript evaluation is unclear as to the equivalency to a U.S.

degree/course, the Program Dean will evaluate transcripts to determine if a minimum of 3 academic years of undergraduate coursework has been completed for admission.

b. Applicants submitting advanced degrees will be reviewed by the Program Dean to determine if a minimum of 3 academic years of undergraduate coursework has been completed for admission.

c. Master of Business Administration Transfer Credit Evaluation: Only graduate level courses in which a grade of B- or better was received, taken in a program similar to the Master of Business Administration will be evaluated for transfer credit. A maximum of nine (9) credit hours will be considered for transfer, and must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be conditionally enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's MBA program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first semester of coursework in the MBA program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, they would not be admitted into the program. Please refer to the "Good Standing" policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the MBA degree. Decisions regarding transferability of credit are made by the MBA program Dean.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the MBA program would be subject to the university dismissal policy.

BUSINESS ADMINISTRATION PROGRESSION REQUIREMENTS

A minimum grade of a "C-" will be required to receive course credit in the MBA Program. Should a student receive a "D+"grade or lower, it will not be considered a passing grade for the MBA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and may be required to meet with the program Dean.

BUSINESS ADMINISTRATION CURRICULUM

To achieve the graduation requirement of 36 credits, all students must complete 36 credits of core and track courses. Core courses provide students with the specific discipline experience required for

the degree. All students will complete at least 27 core course credits as detailed below. The remaining 9 credits are based on the program track the student is enrolled in. The currently available programs are:

Master of Business Administration (MBA)

- MBA – Health Administration & Leadership Track
- MBA – Public Health Track
- MBA – Project Management Track

Core courses to be completed if no track chosen (9 credits)

Track Courses:

Health Administration & Leadership Track

Track courses to be completed in the Health Administration & Leadership Track (9 credits)

Project Management Track

Track courses to be completed in the Public Management Track (9 credits)

Core Courses:

Core Courses to be completed by all students (27 credits)

Public Health Track

Track courses to be completed in the Public Health Track (9 credits)

MBA Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF HEALTH ADMINISTRATION (MHA)

Master of Health Administration (MHA)

Program Location Distance Education/Online

- Master of Health Administration (MHA)
  - -MHA - Informatics Track**
  - - MHA - Organizational Leadership Track
  - - MHA - Public Health Track

- MHA - Project Management Track

Program Credits Master of Health Administration (MHA): 30 Credits

- - MHA - Informatics Track** - 30 Credits
- - MHA - Leadership Track: 30 Credits
- - MHA - Public Health Track: 30 Credits
- - MHA - Project Management Track: 30 Credits

Program Length Master of Health Administration (MHA):

Time to Complete Master of Health Administration (MHA): 8 Months, 12 Months or 20 Months

- - MHA - Informatics Track**: 8 Months, 12 Months or 20 Months
- - MHA - Organizational Leadership Track: 8 Months, 12 Months or 20 Months
- - MHA - Public Health Track: 8 Months, 12 Months or 20 Months
- - MHA - Project Management Track: 8 Months, 12 Months or 20 Months

**Program length may vary.*

*** Informatics Track will be available Spring 2 2023.*

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Code: 11-9111.00, 11-3011.00, 13-1111.00

Program Mission: The mission of the Master of Health Administration program at West Coast University is to provide recent graduates, early to mid-careerists, and working professionals from diverse educational and cultural backgrounds with the qualities of leadership and managerial tools required to become leaders who effect change within health care provider organizations and firms.

Program Objective: The Master of Health Administration degree provides students with a strong foundation in the core functional areas of Management with a focus on the Health Care industry. The program prepares students with the multidisciplinary skills required for the entry- level managerial positions to meet the challenges facing the health care industry and the significant social impact it has on the economy.

Program Learning Outcomes

Upon graduation students will be able to:

1. Analyze ethical and legal practices to make informed decisions within healthcare organizations.

2. Evaluate the culturally diverse healthcare environment including diversity, equity, inclusion, and belonging (DEIB), and the social determinants of health and health disparities to foster better patient outcomes.
3. Perform core technical business skills and plans such as financing of healthcare services, market analysis, environmental scanning, and data information management within the healthcare environment to make informed data-driven decisions.
4. Articulate leadership models within healthcare organizations to drive strategic planning, facilitating the delivery of high-quality care while upholding financial stability.
5. Discuss the inter-professional relationships within a healthcare setting to practice effective teamwork and team-based care to help build better patient-centered outcomes.
6. Identify entrepreneurial opportunities within the global healthcare industry to assist in achieving a competitive advantage.

ADMISSION REQUIREMENTS

Applicants for the Master of Health Administration must:

1. Complete an online application for admissions.
2. Participate in an interview with a University Admissions Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations.
4. Have a baccalaureate degree from an accredited institution with a 2.7 cumulative GPA or higher.

    a. Applicants with an undergraduate GPA 2.00-2.69 may be considered for probationary admission after meeting the following admissions requirements:

        i. The applicant must provide a letter of intent.

        ii. The applicant must be approved for admission following an interview with the Program Dean/Director.

        iii. The applicant must satisfy program prerequisites.

        iiii. A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students who meet this standard will be converted to a full admit status and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their program. Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.

        iiiii. Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV, if the student otherwise qualifies for funding, for the first trimester of their program of study while completing the requirements for full admission to their program.

5. Provide official undergraduate transcripts of a baccalaureate degree prior to the end of the add/drop period of the first term.

    a. Applicants submitting non-U.S. or non-English transcripts will be required to have their coursework evaluated by a transcript evaluation service to determine the equivalency to a U.S. degree/course. If the transcript evaluation is unclear as to the equivalency to a U.S. degree/course, the Program Dean will evaluate transcripts to determine if a minimum of 3 academic years of undergraduate coursework has been completed for admission.

    b. Applicants submitting advanced degrees will be reviewed by the Program Dean to determine if a minimum of 3 academic years of undergraduate coursework has been completed for admission.

c. Master of Health Administration Transfer Credit Evaluation: Only graduate level courses in which a grade of B- or better was received, taken in a program similar to the Master of Health Administration will be evaluated for transfer credit. A maximum of nine (9) credit hours will be considered for transfer and must reflect the same content and course credit as the course for which transfer credit is requested.

ELIGIBLE FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's MHA program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first trimester of coursework in the MHA program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, they would not be admitted into the program. Please refer to the "Good Standing" policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the MHA degree. Decisions regarding transferability of credit are made by the MHA Program Dean.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the MHA program would be subject to the university dismissal policy.

HEALTH ADMINISTRATION PROGRESSION REQUIREMENTS

A minimum grade of a "C-" will be required to receive course credit in the MHA Program. Should a student receive below a "C-" grade, it will not be considered a passing grade for the MHA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and may be required to meet with the program Dean.

Transfer Credits

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be conditionally enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

HEALTH ADMINISTRATION CURRICULUM

To achieve the graduation requirement of 30 credits, all students must complete 30 credits of core and track courses. Core courses provide students with the specific discipline experience required for the degree. All students will complete at least 21 core course credits as detailed below. The remaining 9 credits are based on the program track the student is enrolled in. The currently available programs are:

Master of Health Administration (MHA)

- MHA - Informatics Track**
- MHA – Organizational Leadership Track
- MHA – Public Health Track
- MHA – Project Management Track

***Informatics Track will be available Spring 2, 2023.*

Core Courses:

Core Courses to be completed by all students (21 credits)

Core courses to be completed if no track chosen (9 credits)

Track Courses:

Informatics Track

Track courses to be completed in the Informatics Track (9 credits)

Organizational Leadership Track

Track courses to be completed in the Organizational Leadership Track (9 credits)

Public Health Track

Track courses to be completed in the Public Health Track (9 credits)

Project Management Track

Track courses to be completed in the Project Management Track (9 credits)

MHA Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF PHYSICIAN ASSISTANT (MPA)

Master of Physician Assistant (MPA) - CA

Program Location	Center for Graduate Studies, CaliforniaDistance Education
Program Credits	108 Credits
Program Length	6 Trimesters, 100 Instructional Weeks
Time to Complete	24 Months

* *Program length may vary.*

Standard Occupational Classification (SOC) Code: 29-1071

Program Mission: The West Coast University Physician Assistant Program - California provides an intentionally immersive learning environment focused on clinical and cultural competence, personal wellness and insight, and ethical responsibility. Through our unique approach to transformational education and student support, we prepare medical professionals to demonstrate competent compassionate person-centric care with respect and equity to all communities served.

Program Vision: The West Coast University Physician Assistant Program - California strives to equip clinically and culturally competent medical providers to serve the medical needs of patients, families, and communities.

Program Learning Outcomes

The West Coast University Physician Assistant Program – California has the following program learning outcomes/goals:

1. Demonstrate evidence-based medical knowledge and practices to effectively provide holistic, person-centric care. (*Patient-Centered Practice Knowledge*)
2. Integrate knowledge related to the business of healthcare to prepare students for professional practice and promote equitable utilization of resources for optimal patient care. (*Health Care Finance and Systems*)
3. Illustrate person-centric engagement–and practices including but not limited to cultural humility to promote optimal patient care –and population health with all persons. (*Society and Population Health*)
4. Demonstrate person-centric communication practices that optimize patient care. (*Health Literacy and Communication*)
5. Exhibit interprofessional collaboration to improve patient outcomes and demonstrate leadership skills that prioritize safety. (*Interprofessional Collaborative Practice and Leadership*)
6. Embody professionalism to be prepared for responsible and ethical medical practice. (*Professional and Legal Aspects of Health Care*)

PROGRAM INFORMATION AND DISCLOSURES

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

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

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

Master of Physician Assistant - Program Requirements

1. Obtain background clearance.*
2. Undergo one or more comprehensive drug screening tests.*
3. Strict adherence to the Bloodborne Pathogens Policy and Exposure Control Plan.
4. Submit documentation of immunizations, vaccinations, tuberculosis clearance.*
5. Provide and maintain a current Basic Life Support (BLS) and ACLS certification.*
6. Expect the hours and days to vary depending on the trimester schedule.

7. Expect the trimester schedule to be final and non-negotiable. If a student refuses a clinical assignment, the student will be dismissed from the program.

**Information regarding these requirements is provided during the application process and at the program orientation.*

Master of Physician Assistant- California Licensure Disclosure

To become a certified PA (PA-C), graduates must pass the Physician Assistant National Certifying Examination (PANCE), In addition, graduates must obtain state medical/physician assistant board licensure/registration. Licensure requirements vary from state to state.

A PA may not begin working as a Physician Assistant in most states until successfully passing the PANCE and obtaining state licensure/registration. There may be exceptions for state licensures or federal employment, such as the military. Failure to complete all necessary steps may constitute practicing medicine without a medical license. Upon graduation, students are responsible for ensuring certification and licensure/registration in their state of residence. West Coast University is not responsible for registration or licensing; the student is solely responsible for all such requirements and verifying proper authorizations to practice medicine have been obtained.

Health Insurance Requirement

Students enrolled in the Master of Physician Assistant- California program will be required to provide evidence of health insurance.

Supervised Clinical Practicum Experience (SCPE) Location

The MPA CA Program Clinical Team will work diligently to secure SCPEs within each student's home community based on the approved clinical sites in states that have been vetted by the University. Please see the Clinical Coordinator for information of current approved sites and states. In the event that all nine clinical rotations are not found in the student's home location, the student will be required to come to California or an area with a confirmed, clinical location for a confirmed five (5) week rotation at the student's expense.

Student Financial Responsibility for Clinical Site Travel

Students are required to travel to clinical sites that may be outside of their immediate area or state and are responsible for their own housing, transportation (reliable), and food.

MPA CURRICULUM - CALIFORNIA

**Please note that the curriculum of the program is subject to change. Students should refer to the program handbook and/or syllabus for updated information.*

Physician Assistant Courses

MPA - CA Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Master of Physician Assistant (MPA) - TX

Program Location	WCU Texas
Program Credits	117 Credits
Program Length	6 Trimesters, 90 Instructional Weeks
Time to Complete	24 Months

* *Program length may vary.*

Standard Occupational Classification (SOC) Code: 29-1071

Program Mission: The West Coast University Physician Assistant Program prepares students to excel as clinicians and leaders by providing them with opportunities to learn and adopt practice-ready knowledge, skills, and behaviors that are patient-centered, innovative, embracing cultural humility, adaptability, and agility within the evolving, challenging, and ambiguous context of contemporary healthcare. We prepare professionals who will contribute to the advancement of the physician assistant profession through exemplar practice, life-long learning, and service, within and across their healthcare communities.

Program Learning Outcomes

Upon successful completion of the program, the WCU MPA Program, a student acting in the capacity of an entry-level PA will be able to:

Medical Knowledge

1. Demonstrate acquisition of core medical knowledge to provide person-centric care for patients across the lifespan and in various clinical settings

Clinical Reasoning and Problem-Solving Abilities

2. Evaluate a patient effectively during a medical encounter through the proper selection and accurate interpretation of laboratory and diagnostic studies.

3. Formulate a differential diagnosis based upon historical information, physical exam, laboratory, and diagnostic study findings.

4. Design person-centric patient therapeutic management plans that consider cost, efficacy, possible adverse reactions, contraindications, monitoring, and referrals.

5. Apply an evidence-based medicine approach that also considers the social determinants of health in patient care decisions.

Clinical and Technical Skills

6. Elicit an accurate and pertinent medical history from patients.

7. Perform a comprehensive or problem-focused physical exam adapted to the patient's age and care needs.

8. Perform medical and surgical procedures common to general medicine.

Interpersonal Skills

9. Demonstrate interpersonal skills necessary to communicate clearly and effectively with patients/family members, and members of healthcare teams.

10. Communicate the findings of a clinical encounter in appropriate and effective written and oral forms.

11. Deliver evidence-based education and counseling to patients, and their family members regarding patient evaluation and care that includes principles of preventive care, public health and health literacy.

Professional Behaviors

12. Demonstrate professionalism including principles of sensitivity, respect, collaboration, accountability, cultural humility, and commitment to excellence in all interactions with patients, families and members of healthcare team.

ADMISSION REQUIREMENTS

A student applying for admission to a graduate program at West Coast University must:

1. Submit a completed application to WCU through Centralized Application Service for Physician Assistants (CASPA).
2. Pay a non-refundable $75 application fee through WCU.
3. Submit original transcripts for all previous higher education through CASPA.

4. Participate in an admissions interview.
    a. Meet all requirements by the application deadline to be considered.
    b. Meet program specific admissions requirements.
    c. Complete the enrollment agreement if accepted to the program.

Program Specific Application Requirements

1. Obtain a baccalaureate degree from a regionally accredited college or university, by October 1.
2. Complete all aspects of the CASPA application including the personal statement and program specific questions.
    a. List all college coursework taken (including foreign coursework and transcript evaluation from an approved agency) on the CASPA application.
    b. Submit three letters of recommendation. These letters of recommendations must be able to provide feedback regarding your preparation for a profession in medicine including professionalism, work ethic, ethics and character, and academic preparation. Letters of recommendation must come from: medical providers (MDs, DOs, PAs, etc), professors, supervisors/employers, and mentors. Letters must not come from personal contacts such as family members, neighbors, personal medical providers, and religious leaders.
3. Submit results of CASPer for non-academic attributes and/or people skills. acuityinsights.com
4. Meet the Technical Standards for admissions as follows:
    a. Candidates must be able to observe and participate in demonstrations and experiments in the basic sciences.
    b. Candidates must have sufficient use of the sensory, vision, hearing, motor, and somatic sensation necessary to perform a physical examination including point-of-care techniques.
    c. Candidates must be able to perform examination activities such as palpation, auscultation, percussion, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, and the movements, equilibrium, and functional use of the sense of touch and vision.
    d. Candidates must be able to learn to respond with precise, quick, and appropriate action in emergency situations.
    e. Candidates must have the interpersonal skills necessary to communicate with accuracy, clarity, efficiency, and sensitivity.
    f. Candidates must have the skills to be able to analyze and synthesize information, solve problems, and reach diagnostic and therapeutic judgments.
    g. Candidates must be able to acknowledge evaluation and respond appropriately.
    h. Candidates must possess the interpersonal skills to develop rapport and positive relationships with patients.
    i. Candidates must possess basic technology and digital literacy.
    j. Candidates are expected to possess the perseverance, diligence, and consistency to complete the PA Program curriculum. Candidates, therefore, must be able to tolerate physically taxing workloads, to function effectively under stress, to adapt to changing environments, to display flexibility, and to function in the face of uncertainties inherent in the clinical problems of many patients.
5. Pre-Admission Academic Standards:
    a. Have obtained a Baccalaureate degree from a regionally accredited institution recognized by the United States Department of Education with a cumulative grade point average (GPA) of 3.0 or higher and a Biology/Chemistry/Physics (BCP) grade point average of 2.7 or better.

b. A minimum number of paid health care experience, shadowing, and/or volunteerism hours are not required for admittance into the program. However, a point value for volunteerism, paid health care experience, shadowing and volunteerism is assigned during application review. It is to an applicant's best interest to pursue 500 hours to be a competitive candidate.

c. Must earn a "C" or better in all prerequisite courses and they must be completed within the last ten years.

d. Baccalaureate degree and prerequisite courses must be completed by October 1 prior to matriculation.

e. For prerequisite courses, advanced-placement, transfer-of-credit, pass/no credit, CLEP or credit for experiential learning *will not be accepted.*

6. Applicants for the Master of Physician Assistant Texas program must have completed prerequisite coursework from a regionally accredited U.S. Higher Education institution in the United States.

Required Prerequisite Courses:

1. Human Anatomy and Physiology I and II with lab (6 semester credits or 8 quarter credits) OR Human Anatomy with lab (3 semester credits or 4 quarter credits) AND Human Physiology with lab (3 semester credits or 4 quarter credits)
2. General Chemistry I and II with lab (6 semester credits or 8 quarter credits)
3. Microbiology with lab (3 semester credits or 4 quarter credits)
4. Human Genetics (3 semester credits or 4 quarter credits)
5. Organic Chemistry with lab (3 semester credits or 4 quarter credits)
6. Biochemistry (3 semester credits or 4 quarter credits)
7. Statistics (3 semester credits or 4 quarter credits): Introductory level accepted for this prerequisite

Additional Information:

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. must be prepared to provide proof of legal U.S. residency during the application process. Applicants must provide proof of legal U.S. residency prior to any offer of acceptance.

International Applicants with a degree earned outside the U.S. must meet the following criteria:

1. Submit your foreign degree coursework for a transcript evaluation by World Education Services (WES), submitted through CASPA.
2. All required prerequisite courses must be taken at a regionally accredited U.S. higher education institution and be verifiable through official transcripts.
3. Official TOEFL scores submitted to CASPA with a minimum score of 100 (Internet based) AND at least 25 in each section (reading, listening, speaking, and writing). TOEFL. Scores are only valid for two years.

Transfer Policy

The Master of Physician Assistant-Texas program does not allow for transfer credit.

Advanced Placement Policy

Advanced placement is defined as a waiver of required professional coursework in the MPA program, and it will not be granted under any circumstance. All students who enter the program must fulfill all program requirements. All courses within the curriculum are required. No transfer credit is accepted. No credit is granted for pre-admission experiential learning, prior coursework, degrees, certifications, or advanced training.

Candidate Seat Deposit

Applicants are conditionally accepted to the Master of Physician Assistant program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

Master of Physician Assistant - Program Requirements

1. Obtain background clearance*
2. Undergo one or more comprehensive drug screening tests*
3. Strict adherence to the Bloodborne Pathogens Policy and Exposure Control Plan.
4. Submit documentation of immunizations, vaccinations, tuberculosis clearance.*
5. Provide and maintain a current Basic Life Support (BLS).*
6. Expect the hours and days to vary depending on the trimester schedule.
7. Expect the clinical year schedule to be variable, final and non-negotiable. If a student refuses a clinical assignment, the student may be dismissed from the program.

**Information regarding these requirements is provided during the application process and at the program orientation.*

PROGRAM INFORMATION AND DISCLOSURES

Master of Physician Assistant Program Clinical Requirements

1. Obtain background clearance.*
2. Undergo a drug screening.*
3. Strict adherence to Standard Precautions and Student Incident, Injury, and Exposure Reporting Plan.
4. Submit documentation of immunizations, vaccinations, tuberculosis clearance.*
5. Provide and maintain current Healthcare Provider Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) certifications.
6. Students are not required to provide or solicit clinical sites or preceptors.
7. Expect the hours and days to vary depending on the academic schedule.
8. Expect the schedule to be final and non-negotiable. If a student refuses a clinical assignment, the student will be dismissed from the program.

*Information regarding these requirements is provided during the application process and at the program orientation.

Master of Physician Assistant Program Accreditation Disclosure

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

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appears to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation. Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

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

Master of Physician Assistant Program Licensure Disclosure

To become a certified PA (PA-C), one must pass the Physician Assistant National Certifying Examination (PANCE). In addition, students must obtain state medical board registration/licensure. The licensure requirements will vary from state to state.

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

Health Insurance Requirement

Students enrolled in the MPA program will be required to provide evidence of health insurance prior to participation in clinical experiences. Participation in all clinical experience courses is required to complete the program.

MPA CURRICULUM

Physician Assistant Courses

MPA Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF PUBLIC HEALTH (MPH)

Master of Public Health (MPH)

Program Location	Distance Education/Online • Master of Public Health (MPH)
Program Credits	Master of Public Health (MPH) - 42 Credits
Program Length*	Master of Public Health (MPH): 4 Trimesters, 64 Instructional Weeks or 7 Trimesters, 112 Instructional Weeks Master of Public Health (MPH): 16 Months or 28 Months

* *Program length may vary.*

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Codes: 11-9111.00, 29-9011.00, 11-9161.00, 21-1091.00, 21-1094.00, 29-1093.00, 11-3011.00, 13-1111.00, 25-1071.00, 19-1041.00, 19-4042.00, 19-5012.00

Program Mission: To develop public health leaders who are skilled at addressing emerging needs within diverse communities through health education and advocacy that is aimed at equitable health outcomes.

Vision: Building healthier communities by cultivating public health leaders within them.

Program Philosophy: The Public Health program intends to prepare graduates who will protect and improve the health and well-being of communities as an important part of building a safer and healthier world. This program is designed to provide a broad perspective on the science and practice of community-based approaches to promoting health and preventing diseases. Courses focus on health promotion, environmental health, epidemiologic research methods, health leadership, and health policy, culminating in a capstone project intended to integrate essential concepts, attitudes, and behaviors.

Program Learning Outcomes

Upon graduation, MPH graduates will possess the knowledge, skills and aptitude to:

1. Conduct examination of population health statuses to inform evidence-based approaches in public health practice, employing quantitative and qualitative research methods and analyses.
2. Assess public health within health care systems to promote health equity across national and international settings.
3. Construct population-based public health initiatives to promote community health through assessment, planning, resource management, implementation, and evaluation.
4. Perform ethical public health decision-making to advocate for policies and legislation that support social justice and health in diverse populations.
5. Provide effective leadership skills to mediate conflicting interests and empower communities to engage in behaviors that promote health and well-being.
6. Exhibit public health communication competence for lay and professional audiences in a manner that is culturally competent and inclusive.
7. Perform interprofessional collaboration to promote and advance population health by integrating perspectives from other sectors and professions.
8. Deliver a systems-thinking approach to visually conceptualize and address public health issues.

Attendance Policy: The maximum percent of absences allowed in Public Health courses is 20% per class.

ADMISSION REQUIREMENTS

Applicants for the Master of Public Health Program must:

1. Complete an online application for admissions.
2. Participate in an interview with a University Admissions Advisor.
3. Complete an enrollment agreement, consisting of program policies, costs, completion requirements, and other student obligations.
4. Have a baccalaureate degree from an accredited institution with a 2.7 cumulative GPA or higher.
    a. Applicants with an undergraduate degree GPA of 2.00-2.69 may be considered for probationary admission after meeting the following admissions requirements:
        i. The applicant must provide a letter of intent.
        ii. The applicant must be approved for admission following an interview with the Program Dean/Director.

iii. The applicant must satisfy program prerequisites.

iiii. A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students who meet this standard will be converted to a full admit status and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their program. Students failing to meet these requirements following the first trimester (two terms) will be withdrawn from the university.

iiiii. Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV, if the student otherwise qualifies for funding, for the first trimester of their program of study while completing the requirements for full admission to their program.

5. Provide official undergraduate transcripts of a baccalaureate degree prior to the end of the add/drop period of the first term.

   a. Applicants submitting non-U.S. or non-English transcripts will be required to have their coursework evaluated by a transcript evaluation service to determine the equivalency to a U.S. degree/coursework. If the transcript evaluation is unclear as to the equivalency to a U.S. degree/coursework, the Program Dean will review the transcript (translated if necessary) and transcript evaluation to determine if a minimum of 3 academic years of undergraduate coursework has been met for admission.

   b. Applicants submitting advanced degrees will be reviewed by the Program Dean to determine if a minimum of 3 academic years of undergraduate coursework has been met for admission.

6. Master of Public Health Transfer Credit Evaluation: Only graduate level courses in which a grade of B- (80%) or better was received, taken in a program similar to the Master of Public Health will be evaluated for transfer credit. A maximum of nine (9) credit hours will be considered for transfer and must reflect the same content and course credit as the course for which transfer credit is requested.

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions prior to their first day of class. If students are unable to submit transcripts or transcripts are unavailable, students may be conditionally enrolled for a period of one (1) term through the submission of unofficial transcripts, submitted no later than four (4) days after the start of a student's first term. Students failing to submit official transcripts prior to the final day of the first term may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

ELIGIBILITY FOR REENTRY

A student who has been academically dismissed from West Coast University may apply for reentry to the University's MPH program if:

The applicant was in good standing with the University excluding previous Satisfactory Academic Progress (SAP) or GPA requirements at the time of their dismissal. If any other "good standing" issues exist, the individual would be admitted to the university on probationary status. If a student in probationary status is not in "good standing" after completing their first trimester of coursework in the MPH program, they would be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, they would not be admitted into the program. Please refer to the "Good Standing" policy for specific information on the terms.

Individuals granted reentry would have their successfully completed WCU credits, and credits previously transferred from other institutions, considered for applicability to the MPH degree. Decisions regarding transferability of credit are made by the MPH Program Dean.

An individual who is readmitted by this clause will not be considered for dismissal due to the course failures in other WCU programs. Any failures that occur after the student has reentered the university into the MPH program would be subject to the university dismissal policy.

PUBLIC HEALTH PROGRESSION REQUIREMENT

A minimum grade of a "C-"will be required to receive course credit in the MPH Program. Should a student receive below a "C-" grade, it will not be considered a passing grade for the MPH program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and may be required to meet with the program Dean.

PUBLIC HEALTH CURRICULUM

To achieve the graduation requirement of 42 credits, all students must complete 42 credits of core courses. Core courses provide students with the specific discipline experience required for the degree.

Students who graduate with either the BSPH or MPH degree may be eligible to take the Certified Health Education Specialist (CHES) exam. CHES is a nationally recognized certification for the health education field. For more information, please visit https://www.nchec.org/ches.

Core Courses:

Core Courses to be completed by all students (42 credits)

MPH Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF SPEECH LANGUAGE PATHOLOGY (MSLP)

Master of Speech Language Pathology (MSLP)

Program Location	Distance Education/Online
Program Credits	56 Credits
Program Length	5 Trimesters, 75 Instructional Weeks
Time to Complete	20 Months

* *Program length may vary.*

WCU distance education programs may not be available to residents in all states.

Standard Occupational Classification (SOC) Codes: 29-1127.00

Program Philosophy

The philosophy of the Speech Language Pathology Program is to develop life-long learners who possess the knowledge, skills, and values required for the prevention, assessment, and treatment of

communication disorders through the use of critical thinking in evidence-based academic coursework and clinical education within a student-centric environment. We are committed to preparing servant leaders, respectful of diversity and inclusion, to fulfill a humanitarian need of (re)habilitating children and adults with communication and swallowing disorders.

Program Mission

The mission of the Speech Language Pathology Program at West Coast University is to develop competent speech-language pathologists who are committed to evidence-based practice, scientific inquiry, community outreach and excellence in patient-centered care. We prepare entry-level humanistic practitioners to serve competently on interprofessional teams, and to work for the advancement of the profession.

Program Vision

We envision a virtual academic environment comprised of innovative curriculum, experiential learning opportunities, and a variety of clinical practical experiences which prepare students to serve a culturally diverse society. We continuously strive to inspire students to become servant leaders, critical thinkers, lifelong learners and reflective interprofessional practitioners.

Program Learning Outcomes

Upon successful completion of the program the Master of Speech Language Pathology students will be able to:

1. Assess speech-language pathology disorders to provide client-centered care using appropriate communication and swallowing diagnostic outcome measures.
2. Apply professional healthcare documentation strategies for accurate record-keeping to assure reimbursement and secure content management per HIPAA compliance.
3. Deliver professional communication skills to demonstrate client-centered behaviors such as cultural humility and cultural competence.
4. Provide competent intervention services for evidence-based treatment of communication and swallowing disorders.
5. Display ethical behavior in professional practice settings to adhere to ASHA Scope of Practice, Code of Ethics and the delivery of ethical client-centered care.
6. Exhibit interprofessional collaboration behaviors to establish relationship building values for effective team dynamics.

MSLP Pre-requisite Leveling Courses

For additional admissions information and requirements please reach out to the Speech Language Pathology Department. Information regarding tuition and fees for this program can be found in the Undergraduate Tuition and Fees section of the catalog.

MSLP Pre-requisite Leveling Courses Curriculum

Admission Requirements

Applicants for the Master Speech Language Pathology program must have:

1. Obtained a baccalaureate degree in Communication Sciences and Disorders, Speech Language Pathology from an accredited institution recognized by the United States Department of Education with a cumulative grade-point average (GPA) of 3.0 or higher; excluding post-baccalaureate coursework. WCU allows MSLP prospective applicants to "challenge" pre-master's courses with a cumulative grade point average below 3.0. See MSLP Challenge Credit policy, OR
2. Obtained a baccalaureate degree that is not in Communication Sciences and Disorder, Speech Language Pathology, with completion of the following courses with a "C" or better from an accredited institution recognized by the United States Department of Education approved by the Program Dean.

a. Phonological Science (3.0 semester or 4.5 quarter credits)
b. Language Development (3.0 semester or 4.5 quarter credits)
c. Guided observations and Clinical Procedures (2.0 semester or 1.5 quarter credits)
d. Clinical Audiology (3.0 semester or 4.5 quarter credits)
e. Anatomy and Physiology of the Communication & Swallowing Mechanism (3.0 semester or 4.5 quarter credits)
f. Applicants with an undergraduate degree not in Communication Sciences and Disorder, Speech Language Pathology, must achieve a minimum CGPA of 3.0.

3. Completed the following prerequisite courses with a "C" or better. Specific information about courses that will satisfy these prerequisite requirements can be found on the American Speech-Language Hearing Association website. Students can still be admitted without the ASHA prerequisite courses; however, the courses must be completed with the submission of official transcripts no later than the completion of the individual's third trimester in the program. The ASHA pre-requisites courses include the following:
   a. Statistics (3.0 semester or 4.5 quarter credits)
   b. Social and Behavioral Science (3.0 semester or 4.5 quarter credits)
   c. Physics or Chemistry (3.0 semester or 4.5 quarter credits)
   d. Biological Science (3.0 semester or 4.5 quarter credits)
4. A minimum of 25 direct and guided observation hours with an American Speech Language Hearing Association (ASHA) certified Speech Language Pathologist.
5. Three letters (3) of reference:
   a. One (1) from a Certified Speech-Language Pathologist
   b. Two (2) from a faculty member, academic advisor, or a supervisor.
6. Participate in a qualitative admissions interview.
7. Submitted a completed application with official transcripts through the Centralized Application Service for Communication Science and Disorders system (CSDCAS).
8. Non-native English Speakers: Students whose native language is English and/or those with a baccalaureate degree from a United States college or university are exempted from these requirements.
   a. Applicants submitting non-United States or non-English transcripts will be required to have coursework evaluated by a transcript evaluation service to determine the equivalency to a United States degree/coursework. If the transcript evaluation service is unable to determine the degree equivalency, the Program Dean will review the transcript to determine if the admissions criteria have been met.
   b. Must obtain a TOEFL Score:
      i. An Internet Based TOEFL (iBT) score of 90 with no less than 20 on each sub-score; or
      ii. An IELTS of 6.5 with no less than 6 on each band score.

Applications can be submitted during enrollment in an undergraduate degree program or while completing required coursework. However, pending degrees, coursework or other requirements must be completed and verified through CSDCAS by the deadline to apply.

1. Applicants with an undergraduate GPA of 2.3-2.9 may be considered for probationary admission after meeting the following admissions requirements:

- The applicant must provide a letter of intent.
- The applicant must be approved for admission following an interview with the Program Director/Dean.

- The applicant must satisfy program prerequisites.

1. A student admitted under the probationary admissions pathway must achieve a cumulative GPA of 3.0 on all coursework attempted over the first trimester (two terms). Students who meet this standard will be converted to a full admit status and will be subject to the standard Satisfactory Academic Progress requirement for the duration of their program. Students failing to meet this requirement by the end of the first trimester (two terms) will be withdrawn from the university.
2. Students accepted under the probationary admissions pathway will be considered regular students and eligible for Title IV, if the student otherwise qualifies for funding, for the first trimester of their program of study while completing the requirements for full admission to their program.

Candidate Seat Deposit

Applicants are conditionally accepted to the Master of Speech Language Pathology program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

PROGRAM INFORMATION AND DISCLOSURES

Certification and Licensure Requirements

To practice as a Speech Language Pathologist, the graduate must be certified and licensed.

1. ASHA Certification
   a. After successful completion of the Praxis Examination in Speech Language Pathology, the graduate will be eligible to apply for ASHA Certification. A felony conviction may impede or prohibit a graduate's ability to obtain ASHA certification.
2. State Licensure
   a. State licensure requirements vary by state. State may require a law and ethics exam, Live Scan and ETS Praxis exam score.A felony conviction may impede or prohibit a graduate's ability to obtain state licensure.

Master of Speech Language Pathology Clinical Experience Requirements

Students must complete all required clinical hours in each of the clinical courses, or they will not progress into the next course; they will have a maximum of 30 days at the end of that term to complete the hours, consistent with the University incomplete policy. No further extension will be granted. This program requires a total of 375 precepted clinical hours and 25 observation hours. Participation in clinical experiences are required to complete the program. Prior to enrollment in the first clinical experience course, MSLP students must:

1. Demonstrate competency of the Program's Essential Skills and Values.*
2. Provide evidence of health insurance.*
3. Obtain a background clearance.*
4. Undergo a drug screening and clearance.*
5. Submit documentation of required immunizations, vaccinations, and tuberculosis clearance.*
6. Provide and maintain a current Basic Life Support (BLS) certification.*
7. Meet other requirements as applicable to the clinical experience site.
8. Expect the hours and days for clinicals to vary depending on the term schedule.

9. Expect the term to be final and non-negotiable.If a student refuses a clinical assignment, the student will be dismissed from the program.

*Information regarding these requirements is provided during the application process and at the program orientation.

Health Insurance Requirement

Students enrolled in the Master of Speech Language Pathology program will be required to provide evidence of health insurance.

Additional Program-Specific Policies or Requirements

The MSLP Program has two mandatory on-site intensives that provide in-person experience to help student prepare for their clinical experience hours. Students enrolled through the Orange County Campus will complete their OSIs at the Center for Graduate Studies campus, located at 590 N. Vermont Ave, Los Angeles, CA, and the La Palma Learning Site, located at 2411 W, La Palma Ave, Anaheim, CA. Students enrolled through the Texas Campus, will complete their OSIs at the Texas Campus located at 2323 N. Central Expressway, Richardson, TX 75080.

SPEECH LANGUAGE PATHOLOGY CURRICULUM

MSLP Program Costs

For program costs, please see the Graduate Tuition and Fees section.

PHYSICAL THERAPY

Doctor of Physical Therapy Program Information

Program Location	Center for Graduate Studies
Program Credits	133 credits
Program Length*	9 Trimesters, 135 Instructional Weeks
Time to Complete	36 Months

Standard Occupational Classification (SOC) Code: 29-1123.00

Program Mission: The mission of West Coast University's Doctor of Physical Therapy Program is to provide a student-centric education that prepares graduates for caring, innovative, interdisciplinary, evidence-based approaches to patient-centered care.

Program Learning Outcomes:

Each student will have the opportunity to develop knowledge, skills and professional behaviors in order to:

1. Provide professional physical therapy services to diverse populations consistent with American Physical Therapy Association (APTA) standards.
2. Perform autonomous entry-level physical therapy skills in a safe manner.
3. Facilitate culturally sensitive communication using consultative and collaborative skills as a part of the health care team.

4. Design evidence-based physical therapy treatment plans using clinical reasoning for optimal patient-centered care.
5. Exercise professional conduct that is consistent with the ethical and legal practice of physical therapy.

Doctor of Physical Therapy Transfer Credit

The Doctor of Physical Therapy program does not allow transfer credit.

Doctor of Physical Therapy Candidate Seat Deposit

Applicants are conditionally accepted to the Doctor of Physical Therapy program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

Health Insurance Requirement

Students enrolled in the DPT program will be required to provide evidence of health insurance during their education at West Coast University. Students are required to carry and maintain personal health insurance during their entire tenure.

For accreditation information please see the Accreditation and Approvals section.

ADMISSIONS REQUIREMENTS

Applicants for the Doctor of Physical Therapy (DPT) Program must:

1. Have obtained a bachelor's degree and specific prerequisite courses from a regionally accredited institution.
2. Applicants must have achieved a minimum 3.0 Cumulative Grade Point Average (CGPA) in the last 60 semester units at the undergraduate level, and a minimum 3.0 GPA in program prerequisite courses (from accredited universities) within the last ten years and with a grade of a C or better.
3. Required prerequisite courses:

- One (1) course in Statistics (three semester credit hours).
- One (1) course in Human Anatomy (four semester credit hours including a lab, for science majors).
- One (1) course in Human physiology (four semester credit hours including a lab, for science majors).
- Two (2) courses in Physics (four semester credit hours each including labs, for science majors).
- Two (2) courses in Chemistry (four semester credit hours each including labs, for science majors).
- One (1) course in biology (at least three semester credit hours).
- Six semester credit hours in the behavioral sciences (Life span development is one of the preferred courses).

4. Applicants must take the GRE and provide evidence of completion. Please submit your official GRE scores through ETS to institution/school code 4358. The GRE must have been completed within the last 5 years (GRE scores are reportable for 5 years following the test date).

5. Applicants must provide signed proof of having achieved 40 hours of clinical observation in a clinical setting.

6. Applicants must submit 2 letters of recommendation (one from a faculty member and one from a physical therapist).

7. Applicants must have an interview with the Admissions Committee.

8. Submit a completed application for admission with all admissions requirements through the Centralized Application Service for Physical Therapy system (PTCAS).

Additional Requirement
One (1) course in Medical Terminology (certificate acceptable as well) - this is a requirement based upon acceptance into the program, not a prerequisite.

Tuition and Fees

Please see the Graduate Tuition and Fees section for cost information.

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Doctor of Physical Therapy Curriculum

Doctor of Physical Therapy Curriculum-Electives

Students in the Doctor of Physical Therapy program must choose one (1) elective.
Subtotal: 133

Total Credit Hours: 133

PHARMACY

Doctor of Pharmacy

Program Location	Center for Graduate Studies- Accelerated Hybrid - Ground
Program Credits	144 Credits
Program Length*	8 Trimesters, 132 Instructional Weeks9 Semesters, 132 Instructional Weeks
Time to Complete*	33 Months45 Months

**Program Length may vary. This program allots a maximum of 6 calendar years to complete.*

Standard Occupational Classification (SOC) Code: 29-1051.00

Program Mission: The School of Pharmacy is a learning community that delivers a dynamic curriculum emphasizing evidence-based practice, prepares students to serve patients as a member of an interprofessional team, engages in scholarship, and serves the community through outreach.

Program Learning Outcomes: Each student will have the opportunity to develop knowledge, skills and professional behaviors in order to:

1. Provide optimal patient-centered care.
    - 1.1 Recognize and respect patient differences, values, preferences, and expressed needs.
    - 1.2 Identify medication-related problems, formulate medication treatment plans, and monitor and evaluate patient response to pharmacotherapy.
    - 1.3 Listen to and educate patients and/or caregivers to optimize health outcomes.

2. Collaborate as a member of interprofessional healthcare teams.
    - 2.1 Demonstrate a climate of mutual respect and shared values within an interprofessional team.
    - 2.2 Identify roles and responsibilities of interprofessional team members to optimize outcomes.
    - 2.3 Communicate effectively in an interprofessional team.
    - 2.4 Apply principles of team dynamics to perform effectively within interprofessional teams.
3. Employ evidence-based practice.
    - 3.1 Integrate basic science knowledge into clinical practice.
    - 3.2 Evaluate and assimilate scientific evidence to improve patient care.
4. Utilize medication-use-systems, drug and health information, and other technologies.
    - 4.1 Utilize components of medication-use-systems (i.e., procuring, storing, furnishing, transcribing, compounding/preparing, dispensing, and administering) to provide safe, accurate, and timely medication distribution.
    - 4.2 Apply relevant concepts in utilization of human, physical, fiscal, informational, and technological resources in the health care system in compliance with state and federal regulations.
5. Promote public health through education and/or pharmacy services
    - 5.1 Employ concepts of disease prevention, public health promotion, literacy, and/or wellness.
    - 5.2 Evaluate population health issues by considering quality of care, access, and cost at the local, state, and federal levels.
6. Demonstrate Effective Communication Skills
    - 6.1 Discuss ideas and concepts in audience-appropriate language and relay information in a logical and concise manner.
    - 6.2 Convey proposals and recommendations persuasively.
7. Demonstrate Positive Personal and Professional Aptitude
    - 7.1 Demonstrate the ability to examine and reflect on personal knowledge, skills, and attitudes.
    - 7.2 Apply values and principles of team dynamics to perform effectively in various team roles to achieve shared goals.
    - 7.3 Demonstrate creative decision making when confronted with novel problems or challenges.
    - Exhibit behaviors and values that are consistent with the trust given to the profession.

Candidate Seat Deposit

Applicants are conditionally accepted to the Doctor of Pharmacy program until a non-refundable $250.00 good faith payment for a Seat Deposit has been submitted. The Seat Deposit is not a separate charge but will be credited to the program costs should the student not cancel their enrollment. The University will retain the full amount of this deposit should the student cancel their enrollment at any time, for any reason. Seat Deposits may be paid by credit card, debit card, money order, or cashier's check made payable to West Coast University. A Seat Deposit will be collected for each enrollment and cannot be applied to or carried over to enrollments for other programs or start terms. At their discretion, the Executive Director may refund the full Seat Deposit for unusual or unexpected circumstances that would warrant a full refund.

Health Insurance Requirement

Students enrolled in the PharmD program will be required to provide evidence of health insurance during their education at West Coast University. Students are required to carry and maintain personal health insurance during their entire tenure.

Laptop Requirement

Students enrolled in the PharmD program are required to have a laptop. West Coast University does not provide laptops for rent or for sale.

SCHOOL OF PHARMACY TRANSFER AND ADVANCED STANDING CREDIT POLICY

Individuals previously enrolled in a Doctor of Pharmacy program accredited or seeking accreditation by the Accreditation Council for Pharmacy Education may request advanced standing transfer into the West Coast University (WCU) PharmD program. Requests for transfer into the WCU School of Pharmacy PharmD program will be reviewed in a case-by-case basis in accordance with the requirements noted below, and is contingent upon space availability. Acceptance of transfer credit does not guarantee that student will enter the same academic year as the Pharmacy School they are transferring from.

Only grades of C (73%) or better are eligible for transfer.

The following documentation must be submitted for review.

1. West Coast University Center for Graduate Study (CGS) Admission Application
2. Personal statement to the Dean outlining reasons for seeking a transfer to West Coast University School of Pharmacy.
3. A letter from the Dean of the originating College/School of Pharmacy outlining details of the applicant's academic performance, and statement that transfer candidate is in good academic and professional standing. This letter must be in a sealed envelope with the respective Dean's signature, addressed to the WCU School of Pharmacy Dean.
4. Two Letters of Recommendation from a Professional Reference (Faculty, Healthcare Professional, or University Administrator).
5. Official Transcripts from applicant's current school/college/institution.
6. Official Transcripts from all institutions where prerequisite course work was completed.
7. Course syllabi for each pharmacy course completed at the school/college of origin.

Upon satisfactory submission and evaluation of the above documents, the transfer candidate will be notified to meet with the Assistant/Associate Dean of Student Affairs and the Assistant/Associate Dean of Academic Affairs for an interview.

If approval to transfer to WCU SOP is granted, the candidate will be contacted by the School of Pharmacy Student Affairs.

ADMISSIONS REQUIREMENTS

Doctor of Pharmacy Admissions Requirements

Applicants for the Doctor of Pharmacy program must:

1. Have completed specific prerequisite coursework (51 semester credit hours or 76.5 quarter hour equivalents) from an accredited institution. Coursework completed through foreign institutions may be considered.
2. Required prerequisite courses:
   - Two (2) courses in General Chemistry (four semester credit hours each, including a lab).
   - Two (2) courses in Organic Chemistry (four semester credit hours each including a lab)
   - Two (2) courses in General Biology (with Cell Biology) (four semester credit hours each including a lab).
   - One (1) course in Human/Mammalian Physiology (three semester credit hours each including lab).
   - One (1) course in Human Anatomy (three semester credit hours each including a lab).

- One (1) course in Calculus (with Analytical Geometry) (three semester credit hours).
- One (1) course in Statistics (three semester credit hours).
- One (1) course in Speech Communication/Public Speaking/Interpersonal Communication or Debate (three semester credit hours).
- Two (2) courses in English Composition (three semester credit hours each).
- One (1) course in Biochemistry (three semester credit hours each).
- One (1) course in Microbiology (three semester credit hours each including a lab).

Preferred Coursework (not required):
Physics with Laboratory (may be non-calculus based) 4 credits/6 credits

3. Completion of prerequisite coursework with cumulative and math/science grade point averages (GPA) of 2.50 or higher is preferred.
4. Submit 2 letters of recommendation. Letters should include one (1) from a math/science professor, and one (1) from a pharmacist (supervisor), employer (supervisor), healthcare professional (supervisor), math/science professor, or liberal arts professor.
5. Submit a complete PharmCAS application.
6. Complete the interview process.

PHARMACY CURRICULUM & GRADUATION REQUIREMENTS

Accelerated Hybrid Curriculum

Pharmacy Curriculum - On ground

Integrated Patient Care (IPC) courses are designed as an integrated course drawing from pharmacology, medicinal chemistry, and therapeutics concepts.

Explanation of Variable Credits

In the second and third professional year of the curriculum, students are divided into two groups each semester. Half the cohort is engaged in Introductory Pharmacy Practice Experiences (IPPE) and the other half will be engaged in Interprofessional Patient Simulation Exercises (IPE). Also, from the Fall semester of the second year students start their professional elective courses, and are required to complete a total of 6 semester units of electives by the end of the third professional year. These factors will result in variable credit units each semester during the second and third year of the curriculum.

**Please note that the curriculum of the program is subject to change. Students should refer to the program handbook and/or syllabus for updated information.*

COURSE NUMBERING

West Coast University's course numbering scheme essentially follows the logic of "Bloom's Taxonomy" whereby lower order thinking skills required in foundation-laying courses is reflected at the beginning of an academic programs and denoted by course numbers start with "100". Courses which are built upon the foundational sequence of courses require higher level thinking as expressed by the course learning outcomes and associated higher level numbering system. Such courses require application and analysis skills.

Graduate level programs utilize higher level course numbers reflective of the expectation that students largely engage in evaluative, integrative and synthesis reasoning and thinking skills.

Numbering Definitions

100 - 199: Initial or Introductory Courses

200 - 299: Second-Year courses in a sequence of development in a field of study

300 - 499: Third-Year and Fourth-Year courses in a sequence of courses - Upper Division Bachelor's courses

500 - 999: Graduate-level courses

Please Note: Courses acceptable for general education credit, and core courses in a program are indicated in the program-specific information section.

Course Prefixes

ACCANAT	**AccountingAnatomy**
BSNR[8]	**Undergraduate Online Nursing**
BUS	**Business**
CHEM	**Chemistry**
CMHC[4]	**Counseling**
DIG	**Digital Literacy**
DHYG[3]	**Dental Hygiene**
DNPC	**Doctor of Nursing Practice Core**
DNPX	**Advanced Executive Leadership**
ENGL	**English**
EPI	**Epidemiology**
FYS	**First Year Seminar**
HA	**Health Administration**

HISHUM	**HistoryHumanities**
IPE	**Interprofessional Education**
LDR	**Leadership**
MATH	**Mathematics**
MICR	**Microbiology**
MSNA[8]	**Graduate Online APRN Adult-Gerontology Acute Care Nurse Practitioner**
MSNC[8]	**MSN Core**
MSNE[8]	**Graduate Online Nurse Educator**
MSNF[8]	**Graduate Online APRN Family Nurse Practitioner**
MSNG[8]	**Graduate Online APRN Adult-Gerontology Primary Care Nurse Practitioner**
MSNL[8]	**Graduate Online Nurse Leader**
MSNP[8]	**Graduate Online APRN Psychiatric Mental Health Nurse Practitioner**
NURS[1,7,9]	**Nursing**
OCC[2]	**Occupational Therapy**
PATH	**Pathophysiology**
PA	**Physician Assistant**
PH	**Public Health**
PHAR[6]	**Pharmacy**
PHRM[5]	**Pharmacy Accelerated Hybrid PharmD**
PHIL	**Philosophy**

PHYS **Physiology**

PSYC **Psychology**

PT **Physical Therapy**

SCISOC **ScienceSociology**

SLP **Speech Language Pathology**

SPCH **Oral Communication**

[1] **NURS XXXL, XXXL-A, XXXL-B, XXXL-AB:** Clinical courses which must be taken simultaneously with corresponding theory courses, unless the corresponding theory course has been successfully completed.

[2] **OCC XXXA***(Theory)* **& OCC XXXB** *(Skills Lab):* Skills Lab courses must be taken simultaneously with corresponding theory courses, unless the corresponding theory course has been successfully completed.

[3] **DHYG XXXC**: Clinical courses with direct patient care which must be taken concurrently with additional term courses.

[4] **CMHC XXXA, CMHC XXXB, and CMHC XXXC**: Fieldwork internship courses which must be taken in succession and after successful completion of listed prerequisite courses.

[5] **PHRM XXXL**: Skills lab courses are taken concurrently with corresponding didactic courses.

[6] **PHAR XXXL (Skill Labs) and PHAR XXXA, PHARXXXB, PHARXXXC (Introductory Pharmacy Practice Education and Interprofessional Education)**: Skills lab courses are taken concurrently with the corresponding didactic courses. Introductory Pharmacy Practice Education Practicum and Interprofessional Education hands on experiences (PHAR XXXA) are taken concurrently with the corresponding didactic courses (PHAR XXXB or PHAR XXXC).

[7] **NURS XXXT:** Designates course specific to Texas.

[8] **BSNR, MSNA, MSNC, MSNE, MSNF, MSNG, MSNL, MSNP XXXC:** Clinical courses

West Coast University offers the following types of course delivery modalities. Please see an Admissions Representative or Registrar for a current listing of courses and delivery methods.

[9] **NURS XXXA, XXXB:** Indicates first or second portion of coursework in a two-course series.

Face-to-Face Web Enhanced Course

Course delivered entirely face-to-face on campus or at a learning site (e.g., clinical, practicum, externship, internship) and uses the institution's Learning Management System to augment and support learning.

Blended Course

Course with a portion that is delivered face-to-face and a portion that is delivered online (synchronous and/ or asynchronous)and uses the institution's Learning Management System. The

course must meet at least once, in person, per term on campus or at a learning site (e.g. clinical, practicum, externship, internship.)

ONLINE COURSE

Course delivered entirely online which uses technology(s) to instruct students who are physically separated from the faculty during synchronous (live or real time) and/ or asynchronous (without real time) instruction through the institution's Learning Management System.

NOTE: Information for veteran benefits related to course delivery modalities is outlined in the Catalog on the Military Educational Benefits page.

COURSES

ACC - ACCOUNTING

ACC 125 - Fundamentals of Accounting (3)

Provides an introduction to financial and managerial accounting theories and practices including the accounting cycle, analysis and recordation of business transactions, earnings, balance sheet, and the use of financial statements for business decision making. Explores communicating accounting information to a variety of audiences using technology and medial tools.

ACC 150 - Principles of Finance (3)

This course analyzes financial applications and theory and includes topics in financial statements, financial analysis, financial ratios, cash flow and taxes, time value of money, types of bonds and securities, capital costs, capital budgeting, cash flow estimation, risk analysis, supply chains, and working capital management to optimize operations of the healthcare organization.

ACC 225 - Financial Accounting (3)

Describe the financial applications and theory and includes topics in financial statements, financial analysis, financial ratios, cash flow and taxes, time value of money, types of bonds and securities, capital costs, capital budgeting, cash flow estimation, risk analysis, supply chains, and working capital management to optimize operations of the firm.

ANAT - ANATOMY

ANAT 260 - Human Anatomy (4)

Includes a logical analysis of body tissues, organs and organ systems. Stresses the microscopic, developmental and gross anatomy of mammals, with special emphasis on human anatomy. Major topics include cell structure and function, tissues, organization of the human body, and all body systems. The laboratory work includes study of the developmental, microscopic and gross anatomy of preserved specimens and models. GE Competency Area: G

Prerequisite: None. Offered: 81.

BIO - BIOLOGY

BIO 200

BIO 250 - General Human Biology (3)

Students are introduced to key concepts in biology with a focus on the human organism. Topics of focus will include body structure and function, anatomy, physiology, and basic chemistry concepts. GE Competency Area: G

BSNR - Undergraduate Online Nursing

BSNR 300 - Principles of Leadership for Healthcare Organizations (3)

Explores, critiques, and analyzes leadership principles and theories and their application of these principles to the health care industry. Reviews the essential attributes required of a leader in today's health care organization, making a distinction between managers and leaders. Students evaluate their own leadership styles utilizing a leadership assessment questionnaire.

BSNR 305 - Pathophysiology (3)

Provides a comprehensive approach to diseases based on physiological concepts. Students will learn to differentiate acute versus chronic compensatory mechanisms in response to disturbances of homeostasis in major body systems, and both physical and chemical stressors.

BSNR 310 - Resiliency, Professionalism, & Career-Long Learning (3)

In this course, students explore factors that influence the nursing profession. This includes recruitment, education, regulatory issues, practice retention, and practice type. Students will examine resources for professional resiliency and career-long learning responsibilities.

BSNR 315 - Introduction to Evidence-Based Practice (3)

In this course, students explore how evidence-based knowledge is produced and examine the use of research in practice. Students identify critical elements of research, appraise research findings, and determine if evidence is valid and applicable in a variety of healthcare settings.

BSNR 400C - Community & Public Health Nursing I (3)

This course is the first of two required courses. In this course, students explore health teaching concepts and identify strategies to influence population-based healthcare needs for individuals, families, and communities. Students identify surveillance and epidemiological principles impacting chronic and infectious diseases within a community. Students complete a community health nursing practicum with an approved site and preceptor. This course meets the California Board of Registered Nurses (BRN) Public Health certificate requirements.

BSNR 405C - Community & Public Health Nursing II (3)

This course is the second of two required courses.In this course, students explore health teaching concepts and identify strategies to influence population-based healthcare needs for individuals, families, and communities. Students identify surveillance and epidemiological principles impacting chronic and infectious diseases within a community. Students complete a community health nursing practicum with an approved site and preceptor. This course meets the California Board of Registered Nurses (BRN) Public Health certificate requirements.

BSNR 410C - Health Literacy & Nursing Capstone (3)

In this course, students explore the impact of health literacy on understanding basic health information and influencing healthcare decision-making. Students identify health literacy levels, encourage understanding of health literacy principles, and create instructional materials to promote health literacy for individuals, families, and communities. Students create a professional portfolio to highlight academic and practice experiences to demonstrate meeting program competencies.

BUS - BUSINESS

BUS 120 - Business Communications (3)

Introduces students to common business terminology, writing theories, practices, and collaborative communication skills necessary for professional positions in a global business world. Emphasis is placed on effective communication of information throughout a business organization.

BUS 135 - Survey of Economics (3)

Surveys of fundamental concepts of economics from a global perspective. Explores supply and demand, consumer behavior, market structures, inflation, business cycles, competitive market structure, production of goods and services, product allocation and distribution, and economic growth as areas congruent to the financial status of an organization.

BUS 200 - Organizational Behavior (3)

Introduces the concept of organizational behavior. Students will develop an understanding of leadership and management strategies used throughout organizations in an effort to optimize productivity. Relevant behavioral models and theories from a wide spectrum of business disciplines will be examined with a critical assessment of its application to the field of organizational behavior.

BUS 220 - Introduction to Marketing (3)

Examines the functions of marketing and the value this holds in informing organizational decision-making. Emphasis is placed on exploring product promotion and development, creating consumer value, brand and advertising strategies, marketing research, competitive analysis, and consumer data.

BUS 225 - Information Systems Operations and Analysis (3)

This course analyzes the ethical, legal, and social issues of information systems through case studies and topics such as security, software, and database systems network and cloud computing, knowledge management, system acquisition and development, and cybercrime. This course also emphasizes the importance of making strategic data-driven decisions for improved forecasting, increased sales, optimized business and management operations, and reduced costs.

BUS 250 - Project Management (3)

Introduces key concepts in project management methodologies, tools, and processes. Focuses on the project manager's role, the project life-cycle, and management functions and skills necessary to align project planning, execution, and completion with organizational strategy and culture.

BUS 290 - Microeconomics (3)

Demonstrates a comprehensive overview of the evolution of the United States economy and the ways in which people produce, consume, and exchange goods and services. Major economic principles are presented, including supply and demand, economies and diseconomies of scale, competition, and taxation. Students also explore the characteristics of a labor market; the regulatory restrictions of tariffs, quotas, and embargoes on trade; and how the optimal quantity of public good is determined. The inequity of wealth and the interaction of economic rent, interest, and profit are also discussed.

BUS 300 - Organizational Leadership (3)

This course familiarizes students with a broad range of leadership and organizational behavioral topics. Topics leadership models, theories, styles, competencies, change management, mentoring and succession planning.

BUS 310 - Introduction to Business Law and Ethics (3)

Describes various laws, key elements of the American Constitution, and concepts of the various schools of jurisprudence that are applicable to business. Ethics, values, morality, and law are compared and contrasted, and the need for promoting corporate social responsibility is discussed. The elements of tort law, basic elements of a contract, sources of laws governing contracts, and conditions for an offer to be valid are examined. Topics include the reality of consent, the capacity of minors, consequences of illegal agreements, assignment of rights, transfer of title, and the rights of third parties. Delivery of goods, right to inspection, acceptance, and revocation of contract, remedies available to buyers and sellers, and the nature of property are also discussed.

BUS 320 - Macroeconomics (3)

Describe the performance of the national economy and its links to the global economy. It begins with foundational concepts related to macroeconomic basics, the United States economy, and supply and demand. Students explore economic measures, growth, employment and inflation, and how these relate to the business cycle and the health of the economy. Other topics include aggregate expenditures, aggregate supply, and demand, fiscal policy, the banking system, deficits, surplus, and debt.

BUS 330 - Managerial Accounting (3)

Describe identify, gather, and interpret information for planning, controlling, and evaluating the performance of a business. The course covers measurement, analysis, and control of the costs of producing goods or services. Students analyze managerial accounting principles and systems through both process and job order costing. Additional topics include cost behavior, cost-volume-profit analysis, budgeting, and standard cost systems, decentralized operations, and product pricing.

BUS 350 - Corporate Finance (3)

Discusses a broad overview of corporate finance, including the goals of financial management. Students examine how the information contained in financial statements is used in analysis and forecasting. The topic of valuation is introduced, with a focus on valuing stocks and bonds. Students review the financial manager's role in estimating risk and return, computing cost of capital, evaluating capital structure policies, making investment decisions, and raising capital. Other topics include financial securities and derivatives, long-term and short-term planning, and innovations in corporate finance.

BUS 360 - Strategic Management (3)

Examine concepts, tools, and principles of strategic management. Students will study analytical tools used to evaluate a company's external environment and competitive position. Students will explore the different types of strategy, strategic control systems, the relationship between strategy and organizational structure, and the role of leadership. Social responsibility, environmental sustainability, economic responsibilities, and innovation are also explored.

BUS 370 - Business Analytics for Decision Making (3)

Apply the basic concepts of business statistics and provide a comprehensive overview of the scope and limitations of statistics. Students perform statistical analysis of samples, computing the measures of location and dispersion and interpreting them through descriptive statistics. Students also perform linear regression, multiple regression, correlation analysis, model building, model diagnosis, and time series regression using various models. Basic concepts of probability are described, and the discrete and continuous distributions of probability are applied. Other topics include constructing a hypothesis, performing one-way and two-way analysis of variance, and applying nonparametric methods of statistical analysis. Making decisions under risk and under uncertainty are also examined.

BUS 385 - Entrepreneurship (3)

Explores the foundations of entrepreneurship. Students examine topics including business plans, creativity, funding, and small businesses. The concept of intrapreneurship is also integrated throughout the course.

BUS 390 - Social Media and Marketing (3)

Examine social media and its disruptive role in marketing communications. Students will examine the value provided by, and the challenges associated with, the use of social media in advertising. Topics to be covered include the ethical challenges associated with social media, legal and regulatory aspects of social media usage, the role of social media in marketing planning, and the role of social media in relationship building.

BUS 400 - Financial Statement Analysis and Management (3)

Apply concepts and instruments of financial management. Students assess the financial health of the firm, use tools to plan for future financial performance and evaluate financing operations and investment opportunities.

BUS 450 - Global Business Environment (3)

This course serves as the culminating experience for the BSBA program. Students will analyze national differences among the world's cultures, countries, and regions while examining the strategy and functions of international business.

BUS 500 - Business and Administrative Communications (3)

This course examines the principles of communication in the workplace. The course introduces students to common formats such as the memo, letter, and report, and helps students improve writing skills to gain greater mastery of grammar, mechanics, and style. Students learn techniques for writing informational, persuasive, sales, employment, good news, and bad news communications. Other topics include using the appropriate strategies for internal and external communication situations, audience analysis, and communication through recent technology, including e-mail, video-conferencing, and presentations.

BUS 505 - Managerial Accounting (3)

This course focuses on the identification, gathering, and interpretation of information for planning, controlling, and evaluating the performance of a business. The course covers measurement, analysis, and control of the costs of producing goods or services. Students analyze managerial accounting principles and systems through both process and job order costing. Additional topics include cost behavior, cost-volume-profit analysis, budgeting, and standard cost systems, decentralized operations, and product pricing.

BUS 510 - Business Law and Ethics (3)

This course is designed to familiarize students with various laws, key elements of the American Constitution, and concepts of the various schools of jurisprudence that are applicable to business. Ethics, values, morality, and law are compared and contrasted, and the need for promoting corporate social responsibility is discussed. The elements of tort law, basic elements of a contract, sources of laws governing contracts, and conditions for an offer to be valid are examined. Topics include the reality of consent, the capacity of minors, consequences of illegal agreements, assignment of rights, transfer of title, and the rights of third parties. Delivery of goods, right to inspection, acceptance and revocation of the contract, remedies available to buyers and sellers, and the nature of property are also discussed.

BUS 515 - Finance Application and Theory (3)

This course evaluates corporate finance theory and the goals of financial management and examines how the information contained in financial statements is used in analysis and forecasting. The topic of

valuation is examined with a focus on valuing stocks and bonds. Students review the financial managers role in estimating risk and return, computing cost of capital, evaluating capital structure policies, making investment decisions, and raising capital. Other topics include financial securities and derivatives, long-term and short-term planning, and innovations in corporate finance.

BUS 520 - Principles of Economics (3)

Students evaluate practical economic principles and tools that managers need to understand in order to make sound business decisions. Students examine scarcity, cost benefit analysis, incentives, comparative advantage, increasing opportunity costs, efficiency, and equilibrium. Students also explore types of markets and the business cycle.

BUS 525 - Principles of Management (3)

Evaluate the major functions of management (planning, organizing, leading, and controlling) and the significance of each function with regard to managing an organization. Students examine how companies use management to set and accomplish goals through individuals, groups, and other resources. Students also analyze communication and ethics in the organization. Other topics include decision making, change, employee development, organizational structures, management control, leadership, conflict resolution, information security, and globalization.

BUS 530 - Business Statistics (3)

Examine ways in which managers use statistics to inform business decisions and to make decisions under conditions of risk and uncertainty. Students perform statistical analysis of samples, linear regression, multiple regression, correlation analysis, model building, model diagnosis, and time series regression using various models. Students also construct hypotheses, perform one-way and two-way analysis of variance, and apply nonparametric methods of statistical analysis. In addition, students are introduced to concepts of probability, and the discrete and continuous distributions of probability are applied.

BUS 535 - Organizational Behavior/Leadership (3)

Students will analyze a broad range of leadership and organizational behavioral topics to include leadership models, theories, styles, competencies, change management, mentoring, and succession planning in creating business decisions.

BUS 540 - Business Information Support Systems (3)

Analyze management information systems and the ways in which technology can be used to support business initiatives. Students examine the strategic role of information systems, including how managers integrate sustainable technologies into enterprise initiatives that help reduce costs, improve customer satisfaction, and create competitive advantages.

BUS 545 - Operations (3)

The course evaluates operations management as a key element in improving organizational productivity and establishing a competitive advantage. Students will explore the ways in which managers seek to reduce supply chain costs, to improve integration with customers and suppliers, and to address the issue of sustainability. Students will also examine how to use data to solve business problems more effectively.

BUS 550 - Marketing Analysis and Trends (3)

Analyze the basic principles and concepts of marketing management. Students explore how marketing adds value by working within the framework of organizational strategy. Topics covered include the 4 Ps of marketing, different types of markets, marketing research, market segmentation and differentiation, global aspects of marketing, and the implementation and control of marketing plans.

BUS 555 - Strategic Management (3)

This course is designed as a culminating experience for the MBA program. Students will integrate knowledge and skills in communication, management, leadership, ethics, marketing, operations, and finance while exploring how businesses leverage various strategies to achieve a competitive advantage.

CAPS - CAPSTONE

CAPS 401 - General Education Capstone (3)

The capstone seminar is a culminating in-depth experience whereby students formulate their integrated General Education learning experiences into a final oral and written research based project, which comprehensively addresses a pressing issue in health care and advances a proposed defensible solution. The application of learned methods, concepts, and theories into the construction of this project serves as the culminating summative evaluation of General Education Program Learning Outcomes achievement following completion of the General Education courses.

Prerequisite: FYS 001 must be completed prior to enrollment in CAPS 401; CAPS 401 must be taken at WCU and concurrent with the last term of General Education, prior to entering the chosen academic core. . Offered: 45.

CAPS 402 - General Education Capstone for Distance Education (3)

The capstone seminar is a culminating in-depth experience whereby students formulate their integrated General Education learning experiences into a final oral and written research based project, which comprehensively addresses a pressing issue and advances a proposed defensible solution. The application of learned methods, concepts, and theories into the construction of this project serves as the culminating summative evaluation of General Education Program Learning Outcomes achievement following completion of the General Education courses.

Prerequisite: FYS002 must be completed prior to or concurrently to enrollment in CAPS402. *not applicable to post-licensure nursing. CAPS402 can only be taken after all non-core GE classes are completed.

CHEM - CHEMISTRY

CHEM 280 - Chemistry (4)

Introduction to the principles of chemistry with an emphasis on measurements, atomic and molecular structure, classification of matter, nomenclature, stoichiometry, chemical equations, energetics, solutions and acid-base chemistry. Students will also be introduced to organic and biochemical principles. Laboratory activities emphasize proper techniques, safety procedures, and experimental exercises in support of the lecture content. GE Competency Area: G

Prerequisite: ANAT 260, PHYS 261, MATH 108 or the equivalent. Offered: 81.

CHEM 281 - General Chemistry II with Lab (4)

Provides an opportunity to apply the principals of general chemistry. Topics will include chemical bonding, thermochemistry, organic chemistry, kinetic theory, equilibrium, acids and bases, and nuclear chemistry. In the laboratory, students will use virtual simulations to apply their knowledge of general chemistry to the real- world.

CHEM 285 - Biochemistry, DH (3)

This course is designed to provide Dental Hygiene students with a fundamental understanding of current concepts in biochemistry and molecular biology. This course offers detailed examination of the structure, function, and metabolism of amino acids, carbohydrates, lipids, and nucleic acids. This course also focuses on the mechanism of DNA replication, transcription, translation, DNA repair, mutations, cell cycle, and signal transduction. Techniques used to study biochemistry and molecular biology are also presented in the context of these major biological processes. Ultimately, this course will help students understand how biomolecules work to carry out the myriad of tasks in cells and utilize the unifying chemical logic that underlines life in all its great diversity. Laboratory activities include lab techniques in Biochemistry and Molecular Biology and will help students to better understand Acids, Bases, pH, and Buffers.

CHEM 290 - Organic Chemistry I with Lab (4)

This course introduces organic molecules, specifically alkanes, alkenes, alkynes and cyclic hydrocarbons. Topics include their structure, nomenclature, stereochemistry, reactivity and spectroscopic identification. It addition, the course will examine how structure and stereochemistry translate to physical properties and reactivity.

CHEM 291 - Organic Chemistry II with Lab (4)

This course examines the key reactions in Organic Chemistry, including addition reactions, elimination reactions, substitution reactions, and free radical reactions. Emphasis will be placed on understanding the thermodynamic and kinetic aspects of reactivity and on drawing the mechanisms by which these reactions occur.

CHEM 295 - Biochemistry (Dental Hygiene) (2)

This course is designed to provide Dental Hygiene students with a fundamental understanding of current concepts in biochemistry and molecular biology. This course offers detailed examination of the structure, function, and metabolism of amino acids, carbohydrates, lipids, and nucleic acids. This course also focuses on the mechanism of DNA replication, transcription, translation, DNA repair, mutations, cell cycle, and signal transduction. Techniques used to study biochemistry and molecular biology are also presented in the context of these major biological processes. Ultimately, this course will help students understand how biomolecules work to carry out the myriad of tasks in cells and utilize the unifying chemical logic that underlines life in all of its great diversity. GE Competency Area: G

Prerequisite: ANAT260; PHYS261; CHEM280; MATH108.

CHEM 295L - Biochemistry Lab (Dental Hygiene) (1)

The teaching of laboratory techniques in Biochemistry and Molecular Biology will help students to better understand Acids, Bases, pH, and Buffers. The techniques learned and performed will aid students to understand reactions of Unsaturated and Saturated Hydrocarbons. In addition, students will develop skills to test for Carbohydrates, Lipids, Proteins and Enzymes. Molecular Biology techniques will also be learned and performed, our focus will be to address the different components of DNA, the mechanism of DNA replication, transcription, translation, DNA repair, mutations, cell cycle, and signal transduction. . This course will help students understand how biomolecules work to carry out the myriad of tasks in cells and utilize the unifying chemical logic that underlines life in all its great diversity. GE Competency Area: G

Prerequisite: ANAT260; PHYS261; CHEM280; MATH108.

CMHC - COUNSELING

CMHC 505 - Foundations of Clinical Mental Health and Counseling (3)

Students will become knowledgeable regarding Clinical Mental Health Counseling practice settings, counselor functions, and counseling services available in their communities. Students will develop an understanding of: the diagnosis and treatment of mental and/or neurodevelopmental disorders; provide case management across various systems of care including outpatient, inpatient, and aftercare services; the ability to conduct a mental status exam, biopsychosocial history, and multiples assessments for the purpose of treatment planning; techniques and interventions for prevention, treatment, and recovery plans across a broad range of mental health issues; and, strategies for advocating and promoting resiliency between and among persons with mental health, behavioral, and/or neurodevelopmental and neurodivergent conditions. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 510 - Professional Orientation: Legal and Ethical Issues in Counseling (3)

This course examines the professional, ethical, and legal issues related to the practice of professional counseling. Topics addressed include ACA Code of Ethics content such as informed consent, confidentiality, client rights, and malpractice as well as other regulations influencing the practice of counseling. The course also examines the major decision-making models used for resolving ethical dilemmas. Legal standards and California laws related to counseling practice will be explored, including issues related to dissolution; childcare, custody, and abuse; involuntary hospitalization; mandatory reporting requirements; detection, assessment, and treatment of domestic violence; and other issues related to the relationship between the law and counseling.
Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 515 - Counseling Theories and Practice (3)

The fundamental theories, principles, and techniques of counseling, as well as the practical application of counseling theory within a variety of therapeutic settings, are explored in this course. The course also focuses on the emergence of one's personal theory, bias embedded in theory, and cultural diversity. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 520 - Crisis/Trauma Response and Intervention (3)

This course addresses the impact of various experiences of trauma on the mental health and well-being of individuals, families, and communities. Among issues to be addressed is the trauma that results from natural or other unexpected disasters, sexual assault, warfare, escaping violence and living in violent communities, immigration, and deportation. Trauma is examined through the impact on the brain regions, memory, emotional regulation/dysregulation, and somatic responses. Demonstrations and experiential activities are a primary method of teaching and learning the theory and practice of working with trauma. Students will be required to learn about and connect to response management systems in their local communities. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 530, CMHC 535.

CMHC 525 - Social and Cultural Foundations (3)

This course provides an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender identities, sexual/affectional orientation, physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, families, and ethnic groups. Students will explore their own unique cultural and ethnic worldviews to understand how these worldviews impact the counseling relationship. Students will also become knowledgeable about various minority groups in California and across the United States in terms of how the majority culture impacts the daily lives of marginalized/minority persons as well as their experience of professional counseling modalities. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 530 - Individual Counseling Skills and Practice w/ Immersive I (3)

This course is designed to help students develop specific skills in verbal and nonverbal communication, human relations, identification of client issues, and proposing appropriate counseling strategies. Students will learn to actively listen and express empathy. Overall, the course focuses on identifying and using the necessary counseling interview and biopsychosocial assessment skills needed to become an effective helper.

The associated Immersive experience affords students the opportunity to practice interview and assessment skills, including intake interviewing, crisis assessment, and suicide assessment. This is conducted using videotape feedback and in-person practice demonstrations involving personal disclosure, role-play, and group and instructor feedback. Seminars and other learning opportunities will be offered related to contemporary issues in professional counseling, legal and ethical issues, and professional identity. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 510.

CMHC 535 - Human Growth and Development (3)

This course examines human development from infancy through advanced age, focusing on the development of perceptual and cognitive processes, psychosocial roles, and familial interpersonal processes. Cultural diversity and individual differences are integral to this course. Specifically, students will be introduced to basic strategies for counseling children and adolescents, with careful consideration of family, peer, school, and community contexts; basic strategies that help facilitate change in adults' lives, particularly in the context of significant transitions and life events; addressing aging, long term care, and elder abuse and neglect; the consideration of various gender identities, and sexual/affectional orientations; while understanding the impact of changes in career, interpersonal relationships, and family structures. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 545 - Career and Lifestyle Assessment (3)

This course provides an overview of the major career development theories and decision-making models, occupational educational information sources and systems, assessment instruments and techniques relevant to career planning and decision making, career, lifestyle, and leisure, guidance and education, career development program planning, resources, and effectiveness evaluation. The impact of cultural and diversity issues and the counselor's personal perspective on ultimate career and educational choices will also be explored, as will the relationships among and between work, family, and other life roles, and other influential factors such as job maintenance, advancement, retirement, job-loss, and secondary career status. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 550 - Couples, Marriage, and Family Counseling (3)

This course is designed to assist in understanding the role of counseling in facilitating relationship balance and well-being among married and/or unmarried couples and families. In contemporary society, there is a wide range of affectional/sexual orientations, gender identities, and couples from diverse and multicultural backgrounds (i.e., cultural, SES, age, intercultural, religious affiliation, and so forth). This course introduces family systems theory, structures, and models, and techniques for counseling with married and/or unmarried couples and families, and identifies common stressors that affect balance in relationships, such as intimate partner violence, poverty, and substance abuse. The emphasis on cultural competence will be woven throughout the course. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 560 - Research Design and Program Evaluation (3)

This course is designed to instruct students in experimental and quasi-experimental research design at both the conceptual and applied levels. Areas of emphasis include quantitative and qualitative methodology (research design, data collection, analysis, and interpretation); basic statistical analyses; program evaluation; and critical appraisal of published research. Ethical, social, and culturally relevant strategies for interpreting and reporting research and program evaluation are integrated throughout the course and within the context of mental health services. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 645 - Group Counseling and Practice (3)

This didactic and experiential course provides the foundation for understanding the theories, dynamics, principles, and techniques of group counseling. Students are exposed to various models for conducting therapeutic groups with diverse populations throughout the course. Basic group counseling skills, stages of group formation, confidentiality, co-counseling in groups, and group counseling from a family systems perspective are also explored. Students engage in the experiential practice of group, both as a member and group leader, during Immersive II. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 510, CMHC 530.

CMHC 650 - Addictions and Substance Abuse Counseling (3)

This didactic course is designed to provide a broad conceptual base of the major dimensions of addiction, substance abuse, and dependence disorders. The course explores theories of addiction; co-occurring disorders; and medical aspects, effects, and approaches to prevention, assessment, and treatment of various addictive behaviors and substance abuse/dependence disorders. Risk factors, treatment modalities, community resources, referral sources, and prevention information are discussed from a developmental and cross-cultural perspective. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 670, CMHC 655, CMHC 680.

CMHC 655 - Human Sexuality (3)

The course is designed to provide students with the opportunity to develop self and other awareness, along with the knowledge and skills across a broad range of issues related to addressing human sexuality in counseling relationships. These issues may include intimate partner violence, infertility, and gender expression/roles. Students will personally develop increased competence and comfort in exploring topics of sexuality when working with a diverse range of clients on topics that include the expression of human sexuality and intimacy across the lifespan, attitudes about sexuality, common issues associated with sexual functioning, and therapeutic interventions. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 665 - Psychopathology (3)

This course is designed to explore psychopathology within a sociopolitical context, as well as the history of diagnosis and treatment. Emphasis is placed on: 1) understanding the expression and variability of psychopathology across counseling settings; 2) the application of evaluation methods and diagnostic classification systems of the Diagnostic and Statistical Manual of Mental and Emotional Disorders (DSM); 3) the development of appropriate, culturally competent, trauma-informed treatment plans; 4) the relationship of socio-economic status, gender, and ethnic background to diagnosis and treatment both in terms of its use and misuse; 5) the principles of collaborative treatment and/or interdisciplinary teams; and 7) the impact of co-occurring disorders. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 670.

CMHC 670 - Individual Evaluation and Assessment (3)

This course is designed to expose students to different assessments and other forms of evaluation and the role they play in the counseling relationship. These include but are not limited to, basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, intellectual assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods. Emphasis will be given to understanding strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

CMHC 675 - Contemporary Topics Advanced Skills, Theories and Ethics w/ Immersive II (3)

CMHC 680 - Psychopharmacology (3)

This course explores psychopharmacology's basic principles and applications in treating mental disorders. Focused is placed on the influence and control of neurotransmitters, the principles of drug action and interactions, and clinical pharmacology (the use of medications to treat behavioral, psychological, and psychiatric conditions such as eating disorders, depressive disorders, hyperactivity, anxiety disorders, psychotic disorders, and dementia). Attention will be paid to the counselor's role in the effective, culturally competent, and ethical use of psychotropic medications (e.g., referral, consultation, monitoring) when psychopharmacological interventions are part of treatment as well as to the historical and sociopolitical contextual issues surrounding the use and misuse of psychiatric medication. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 665, CMHC 670.

CMHC 683 - Contemporary Topics Advanced Skills, Theories and Ethics w/ Immersive II (3)

This course provides students with an opportunity to develop and practice advanced, trauma-informed, culturally competent counseling skills. The associated Immersive experience affords students the opportunity to build upon their group counseling skills both as a member and a group

leader. This is conducted through in-person practice demonstrations and experiences involving personal disclosure, role-play, and group and instructor feedback. Additional learning activities including the opportunity to meet with local consumers and families of mental health services will be offered along with modules related to advanced legal and ethical issues such as family/business laws, professional practice, psychopharmacology, and Telehealth. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 510, CMHC 515, CMHC 530.

CMHC 685 - Fieldwork Practicum (3)

This applied experience is an introduction to supervised clinical practice. Students begin to demonstrate their understanding of the key concepts of professional counseling. They do so by applying theoretical knowledge and skills, communication/counseling techniques, and professional dispositions learned throughout their program. Cultural competency development, trauma-informed counseling, and a health/wellness approach to counseling is thematic throughout this experience. Students will fulfill their 100-hour experience by completing 40 direct and 60 indirect hours under the supervision of the site supervisor and the faculty supervisor. The Practicum involves students participating in various activities that a professional counselor is expected to perform, such as intake interviews, assessment, diagnosis, prognosis, and treatment planning. and individual, group, and family counseling. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 505, CMHC 510, CMHC 515, CMHC 530, CMHC 535, CMHC 560, CMHC 520, CMHC 525, CMHC 545, CMHC 550, CMHC 645, CMHC 670, CMHC 655, CMHC 665, CMHC 680, CMHC 683. Corequisite: C.

CMHC 690A - Fieldwork: Internship I (2)

This 200-hour clinical experience requires students to complete 240 hours direct hours and 360 indirect hours. Students typically are at their site 20 hours per week, but hours can vary. The Internship involves direct clinical practice, case conceptualization, the development of clinically relevant interventions for groups, and so forth. The site supervisor meets with the student for weekly supervision sessions. Additionally, students participate in group supervision with the faculty of record. Cultural competency development is thematic throughout this experience and is the focus of all clinical work. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 505, CMHC 510, CMHC 515, CMHC 530, CMHC 535, CMHC 560, CMHC 520, CMHC 525, CMHC 545, CMHC 550, CMHC 645, CMHC 670, CMHC 655, CMHC 665, CMHC 680, CMHC 683, CMHC 650, CMHC 685.

CMHC 690B - Fieldwork: Internship II (2)

This 200-hour clinical experience requires students to complete 240 hours direct hours and 360 indirect hours. Students typically are at their site 20 hours per week, but hours can vary. The Internship involves direct clinical practice, case conceptualization, the development of clinically relevant interventions for groups, and so forth. The site supervisor meets with the student for weekly supervision sessions. Additionally, students participate in group supervision with the faculty of record. Cultural competency development is thematic throughout this experience and is the focus of all clinical work. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 505, CMHC 510, CMHC 515, CMHC 530, CMHC 535, CMHC 560, CMHC 520, CMHC 525, CMHC 545, CMHC 550, CMHC 645, CMHC 670, CMHC 655, CMHC 665, CMHC 680, CMHC 683, CMHC 650, CMHC 685, CMHC 690A.

CMHC 690C - Fieldwork: Internship III (2)

This 200-hour clinical experience requires students to complete 240 hours direct hours and 360 indirect hours. Students typically are at their site 20 hours per week, but hours can vary. The Internship involves direct clinical practice, case conceptualization, the development of clinically

relevant interventions for groups, and so forth. The site supervisor meets with the student for weekly supervision sessions. Additionally, students participate in group supervision with the faculty of record. Cultural competency development is thematic throughout this experience and is the focus of all clinical work. Course delivery methods for teaching and learning include online, blended, and face to face modalities.

Prerequisite: CMHC 505, CMHC 510, CMHC 515, CMHC 530, CMHC 535, CMHC 560, CMHC 520, CMHC 525, CMHC 545, CMHC 550, CMHC 645, CMHC 670, CMHC 655, CMHC 665, CMHC 680, CMHC 683, CMHC 650, CMHC 685, CMHC 690A, CMHC 690B.

COMM - COMMUNICATION

COMM 200 - Interpersonal Communication (3)

Describe the customs and values of effective interpersonal communication between individuals as well as in group settings. Focusing on the communication process; issues addressed include, listening, conflict management, multicultural communication, ethics, nonverbal communication, and dysfunctional communication. GE Competency Area: B

COMM 580 - Health Communication (2)

Develops patient-provider communication and integrates the culture of medicine, caregiving, social determinants of health, culturally sensitive behavior change and support, health promotion, social media impacts on health, and telemedicine. Demonstrating how communication and its delivery impacts patients and their families. Considerations made for disability status, ethnicity/race, religion, sexual orientation. Course delivery methods for teaching and learning include lectures and small groups, virtual case studies, and online patient and provider resources.

DIG - DIGITAL LITERACY

DIG 101 - Digital Literacy (3)

Develops digital and information literacy in the world today. Topics include safety and ethics in the digital world, critical evaluation of online sources, conducting online research, MS Office Suite, and effective online communication skills. GE Competency Area: C

DHYG - DENTAL HYGIENE

DHYG 302 - Introduction to Dental Hygiene Practice w/Lab (4)

Provides the student with basic concepts and theories related to the practice of clinical dental hygiene as well as an introduction to the WCU patient care system. Emphasis is placed on didactic knowledge of the dental hygiene process of care, clinic protocol, patient assessment, and treatment interventions.

Prerequisite: Successful completion of all Dental Hygiene Program General Education courses. Corequisite: DHYG 303, DHYG 341, DHYG 351. Offered: 90.

DHYG 303 - Infection Control Lab (1)

Provides a practical application of dental infection control, decontamination, disinfection and sterilization procedures. Students will learn the protocols and basic requirements for bloodborne pathogens, contact, droplet and aerosol transmissible diseases, hazard communication and general safety standards in a dental environment. This is a blended course.

Prerequisite: Successful completion of all Dental Hygiene Program General Education courses. Corequisite: DHYG 302, DHYG 341, DHYG 351. Offered: 30.

DHYG 305 - General Pathology Immunology and Medical Terminology (2)

Focuses on the basic pathologic mechanisms in human disease with an understanding of immunology and related medical terminology. Major diseases and disorders encountered in practice are discussed, with emphasis on the clinical aspects of the diseases. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 302, DHYG 303, DHYG 341, and DHYG 351. Corequisite: DHYG 312, DHYG 335, and DHYG 355. Offered: 30.

DHYG 312 - Pre-Clinical Dental Hygiene I w/Lab (4)

Provides beginning dental hygiene students with the scientific knowledge and understanding of the basic principles of dental hygiene techniques and procedures for applying comprehensive dental hygiene services.

Prerequisite: DHYG, 302, DHYG 303, DHYG 341, and DHYG 351. Corequisite: DHYG 305, DHYG 335, and DHYG 355. Offered: 90.

DHYG 315 - Oral Pathology (3)

Interpretations of oral pathological conditions are presented with an emphasis on clinical signs and symptoms. Emphasis is placed on the clinical recognition, differential diagnosis, and treatment of oral pathologic conditions and associated systemic disorders.

This is a blended course.

Prerequisite: DHYG 305, DHYG 312, DHYG 335, and DHYG 355. . Corequisite: DHYG 322C, DHYG 345, and DHYG 360. Offered: 45.

DHYG 322C - Pre-Clinical Dental Hygiene II (4.5)

Provides a continuation of preclinical learning with a transfer to clinical knowledge, skills, and values related to direct dental hygiene care. Emphasis will be placed on the dental hygiene process of care - assess, diagnose, plan, implement, and evaluate.

Prerequisite: DHYG 305, DHYG 312, DHYG 335, and DHYG 355. Corequisite: DHYG 315, DHYG 345, and DHYG 360. Offered: 121.5.

DHYG 324 - Cultural Competency in Healthcare (1)

Provides awareness regarding the dimensions and complexities involved in caring for people from diverse cultural backgrounds. Emphasis on cross-cultural communication, including awareness of own cultural influences and indigenous and complementary healing practices.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Offered: 15.

DHYG 325 - Medically Compromised Care & Emergencies (3)

Focuses on an understanding of the physiological, psychological, and sociological aspects of treating patients with special needs. Provides the student with the background and skill to recognize and manage any medical emergency situation. Emphasis will be placed on prevention, prompt recognition, and effective treatment of life-threatening emergency situations that can occur in the practice of dentistry.

This is a blended course.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 324, DHYG 332C, DHYG 362, and DHYG 440. Offered: 45.

DHYG 332C - Pre-Clinical Dental Hygiene III (3.5)

Provides a continuation of preclinical learning with a transfer to clinical knowledge, skills, and values related to direct dental hygiene care. Emphasis will be placed on the dental hygiene process of care - assess, diagnose, plan, implement, and evaluate.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 324, DHYG 325, DHYG 362, and DHYG 440. Offered: 123.

DHYG 335 - Dental Radiology Science w/Lab (2)

Provides the student with a basic understanding of theories and principles in dental radiology, including a study of the dental x-ray, the characteristics and methods of controlling x-radiation, types of film used, methods of processing, identifying, and mounting radiographs, radiation safety procedures, and interpretation of radiographs for preliminary evaluation. It includes techniques of intra-oral and extra-oral radiography with laboratory experience and analysis of technique errors.

Prerequisite: DHYG 302, DHYG 303, DHYG 341, and DHYG 351. Corequisite: DHYG 305, DHYG 312, and DHYG 355. Offered: 45.

DHYG 341 - Dental Embryology Histology and Anatomy w/ Lab (3)

Introduction to orofacial structures and the study of orofacial embryology, oral histology, and dental anatomy. Clinical considerations relevant to dental hygiene practice and root morphology to enhance instrumentation are included.

Prerequisite: Successful completion of all Dental Hygiene Program General Education courses. Corequisite: DHYG 302, DHYG 303, and DHYG 351. Offered: 60.

DHYG 345 - Dental Radiology Interpretation w/Clinic (1.5)

Training in the clinical discipline of radiographic interpretation of oral and maxillofacial anatomical structures, conditions, and pathologies related to patient care.

Prerequisite: DHYG 305, DHYG 312, DHYG 335, and DHYG 355. Corequisite: DHYG 315, DHYG 322C, and DHYG 360. Offered: 45.

DHYG 351 - Preventive Dentistry and Risk Assessment (2)

Provides the fundamentals for the clinical application of primary preventive dentistry and risk assessment procedures, based on epidemiology and critical evaluation of scientific literature. Content centers on the strategies to prevent plaque diseases and the skills required for effective patient education and motivation. Prepares students to assess, develop, plan, implement and evaluate preventive dental services for individual patients.

This is a blended course.

Prerequisite: Successful completion of all Dental Hygiene Program General Education courses. Corequisite: DHYG 302, DHYG 303, and DHYG 341. Offered: 30.

DHYG 355 - Head & Neck Anatomy (2)

Detailed study of the anatomy and physiology of the human head and neck. Emphasis is placed on the correlation of structure and function especially where applicable to clinical dental hygiene.

This is a blended course.

Prerequisite: DHYG 302, DHYG 303, DHYG 341, and DHYG 351. Corequisite: DHYG 305, DHYG 312, and DHYG 335. . Offered: 30.

DHYG 360 - Pain Management w/Lab (3)

Management of pain control through the use of local anesthetics and nitrous oxide and oxygen sedation is studied and applied.

This is a blended course.

Prerequisite: DHYG 305, DHYG 312, DHYG 335, and DHYG 355. Corequisite: DHYG 315, DHYG 322C, and DHYG 345. . Offered: 60.

DHYG 362 - Dental Materials w/Lab (2.0)

Reviews the properties, composition and manipulation of materials used in dentistry. The study of dental materials enables the dental hygienist to understand the behavior of these materials,and provides a scientific rationale for selecting, using and understanding the varied relationships of dental bio-materials.

This is a blended course.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 324, DHYG 325, DHYG 332C, and DHYG 440. Offered: 2.0 Semester Credits.

DHYG 370 - Basic and Applied Pharmacology (3)

Presentation of general principles of pharmacology, including the pharmacodynamics, pharmacokinetic adverse reactions, and contraindications of drugs. Emphasis will be placed on those drug groups especially relevant to dental practice including the general anesthetics, local anesthetics, sedatives, analgesics, antiseptics, autonomic drugs, anti-inflammatory drugs and antibiotics.

This is a blended course.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Offered: 45.

DHYG 375 - Introduction to Periodontology (2)

Introduction to the anatomy and histology of the periodontium and changes that occur in the presence of the disease processes. Pathogenesis and etiology of periodontal diseases and mechanisms of tissue destruction are emphasized as well as clinical management of periodontal patients.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 370, DHYG 402, DHYG 405C, and DHYG 442. Offered: 30.

DHYG 402 - Clinical Seminar I (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 370, DHYG 375, DHYG 405C, and DHYG 442. . Offered: 15.

DHYG 405C - Clinical Practice I (2.5)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure. Methods of instruction include clinical experience and guided demonstrations.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 370, DHYG 375, DHYG 402, and DHYG 442. Offered: 138.

DHYG 412 - Clinical Seminar II (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values

from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Offered: 15.

DHYG 415C - Clinical Practice II (3)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 412, DHYG 450, DHYG 455, and DHYG 475. Offered: 165.

DHYG 422 - Clinical Seminar III (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Corequisite: DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Offered: 15.

DHYG 425C - Clinical Practice III (3)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Corequisite: DHYG 422, DHYG 430, DHYG 465, and DHYG 470. Offered: 192.

DHYG 430 - Biochemistry and Nutrition (2)

Covers the relationship of diet and nutrition to various diseases such as periodontal disease, cancer, diabetes, and obesity will be considered, as will the nurtritional considerations of patients with special needs. Each major nutrient group will be covered along with its biological role. The biochemical or physiological role of required dietary nurtrients and the relevance of nutrition to preventive denistry will be emphasized Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. . Corequisite: DHYG 422, DHYG 425C, DHYG 465, and DHYG 470. Offered: 30.

DHYG 432 - Clinical Seminar IV (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 422, DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Corequisite: DHYG 435C, DHYG 482, and DHYG 492. Offered: 15.

DHYG 435C - Clinical Practice IV (3.5)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal

involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure.

Prerequisite: DHYG 422, DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Corequisite: DHYG 432, DHYG 482, and DHYG 492. Offered: 219.

DHYG 440 - Research Methodology (2)

Overview of the role and scope of research as it relates to the formation of dental hygiene knowledge and the application to dental hygiene practice. Focus is on basic strategies, methodologies, and the types of research design. Provides students with the opportunity to design an original research project that enriches existing knowledge and contributes to the profession of dental hygiene.

This is a blended course.

Prerequisite: DHYG 315, DHYG 322C, DHYG 345, and DHYG 360. Corequisite: DHYG 324, DHYG 325, DHYG 332C, and DHYG 362. Offered: 30.

DHYG 442 - Applied Research Lab (1)

Provides students with the opportunity to conduct and present an original research project that enriches existing knowledge and contributes to the profession of dental hygiene.

Prerequisite: DHYG 324, DHYG 325, DHYG 332C, DHYG 362, and DHYG 440. Corequisite: DHYG 370, DHYG 375, DHYG 402, and DHYG 405C. Offered: 30.

DHYG 450 - Ethics Seminar (1)

Explores in a seminar/discussion format the ethical behavior in clinical dental practice and includes clinical decision making models, practitioner-patient relationship, obligations of trust and confidentiality, and dealing honestly with patients.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 412, DHYG 415C, DHYG 455, and DHYG 475. Offered: 15.

DHYG 455 - Dental Public Health (2)

Provides an overview of dental public health, oral epidemiology, and prevention and control of oral disease through community interventions.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 412, DHYG 415C, DHYG 450, and DHYG 475. Offered: 30.

DHYG 465 - Community Dental Health Project (1)

Principles of community oral health are applied through practical experience. Programming phases of assessment, planning, implementation, and evaluation are studied in detail.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Corequisite: DHYG 422, DHYG 425C, DHYG 430, and DHYG 470. Offered: 30.

DHYG 470 - Practice Management and Jurisprudence (2)

Evaluation of the legal aspects of dental practice, covering negligence, informed consent, risk management and quality assurance. Discussion of peer view, regulatory agencies, and the California Dental and Dental Hygiene Practice Acts.

Prerequisite: DHYG 412, DHYG 415C, DHYG 450, DHYG 455, and DHYG 475. Corequisite: DHYG 422, DHYG 425C, DHYG 430, and DHYG 465. Offered: 30.

DHYG 475 - Applied Periodontology (2)

Provides the dental hygiene student with an advanced understanding of periodontics. The development of a periodontal treatment philosophy will be accomplished through reading in the classical and current scientific literature.

This is a blended course.

Prerequisite: DHYG 370, DHYG 375, DHYG 402, DHYG 405C, and DHYG 442. Corequisite: DHYG 412, DHYG 415C, DHYG 450, and DHYG 455. Offered: 30.

DHYG 482 - Advanced Dental Hygiene Topics (1)

Analysis of advanced dental hygiene topics to improve clinical skills related to dental hygiene care specifically focused on technology to enhance and improve patient care.

Prerequisite: DHYG 422, DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Corequisite: DHYG 432, DHYG 435C, DHYG 492. Offered: 15.

DHYG 492 - Professional Development Project (1.5)

Assists the student in exploring areas of interest related the many professional roles of a dental hygienist specifically focused on opportunities for a BSDH graduate. Emphasis will be placed on dental hygiene leadership and employment preparation.

Prerequisite: DHYG 422, DHYG 425C, DHYG 430, DHYG 465, and DHYG 470. Corequisite: DHYG 432, DHYG 435C, DHYG 482. Offered: 30.

DHYG 499 - Directed Study in Dental Hygiene (1-3)

Directed individual study to integrate theory and clinical practice to develop intellectual and practice problem solving skills through information assessment, critical thinking, and demonstration of skills and competencies. Specific content arranged between faculty and student. May be repeated.

Prerequisite: Enrollment in dental hygiene core curriculum; approval of Dean.

DNPC - Doctor of Nursing Practice Core

DNPC 700 - Advanced Nursing Practice Inquiry (3)

In this course, students appraise advanced nursing knowledge and theoretical frameworks supporting the discipline of nursing to identify how practice inquiry leads to translational research to impact healthcare outcomes. Students use practice inquiry to broadly identify problems within the nursing profession or healthcare settings to develop foundational components of a future project. Students incorporate population health, policy, and evidence-based research to discover methods to apply translational research within healthcare settings.

DNPC 705 - Organizational & Systems Leadership (2)

In this course, students explore organizational leadership, systems-based practice, and interprofessional relationship building within complex healthcare systems. Students identify methods for transformative healthcare delivery to promote diversity, equity, and inclusion for improved access, quality, and safety in complex healthcare settings.

DNPC 710 - Informatics and Healthcare Technologies (1)

In this course, students analyze the use of health information technology in complex healthcare settings. Students appraise health information technology use by providers and consumers to evaluate efficacy and end-user experiences.

DNPC 715 - Policy Development and Implementation (2)

In this course, students explore the role of nursing leaders in policy development and implementation to advance nursing practice. Students appraise current policy impacting local, national, and global perspectives addressing socioeconomic population needs. Course content considers and highlights ethical decision-making for policy development and implementation.

DNPC 720 - Translating Scholarship to Practice (3)

In this course, students explore analytical methods for translating scholarship into practice. Students advance nursing knowledge through problem identification, exploration of evidence-based practice initiatives, and developing measurable solutions to address practice needs. In collaboration with faculty, students create a research questions to address findings. Refinement of the research question in future courses contributes to the final DNP project.

DNPC 725 - Application of Applied Statistics (3)

In this course, students explore advanced statistical methods used in healthcare settings. Students are introduced to statistical analyses using statistical software and how interpreting results from the computer outputs drives decision-making and outcomes. Students refine a research question and identify statistical methods to address the research question. Refinement of the research question and statistical analysis plan in future courses contributes to the final DNP Project.

DNPC 780C - DNP Project I: Project Design & Development (3)

In this course, students integrate information from previous coursework using advanced nursing knowledge, skills and attitude to develop and conceptualize the design of a DNP Project. Students design a DNP Project to advance nursing practice through collaborative relationship building and problem identification. Students discover how evidence-based practice initiatives address problems and appraise strategies for project implementation.

DNPC 785C - DNP Project II: Project Implementation (3)

In this course, students integrate information from previous courses using advanced nursing knowledge, skills, and attitudes to implement evidence-based practice through translational research in a practicum setting. Students collect data for the DNP Project within a practicum setting for future analysis.

DNPC 790C - DNP Project III: Project Analysis (3)

In this course, students integrate information from previous courses using advanced nursing knowledge, skills, and attitudes to analyze findings and discover impacts of translational research to advance nursing practice. Students use statistical analysis to support project findings.

DNPC 795C - DNP Project IV: Project Evaluation (3)

In this course, students integrate information from previous courses using advanced nursing knowledge, skills, and attitudes to evaluate outcomes, apply findings to advance nursing practice, and identify strategies to disseminate findings to internal and external audiences. The course concludes with a final DNP Scholarly Project, including a written report of the findings.

DNPX - Advanced Executive Leadership

DNPX 750 - Advanced Executive Leadership I (2)

This is the first track-specific course focused on executive leadership. In this course, students explore systems-level executive leadership in complex healthcare settings. Students investigate strategic leadership and project management to promote safety and quality in healthcare delivery. Students

develop innovative strategies to direct and lead change and explore the influence and policy and ethical decision-making on healthcare delivery.

DNPX 755 - Advanced Executive Leadership II (2)

This is the second track-specific course focused on executive leadership. In this course, students integrate transformational leadership strategies to lead change and improve relationships within healthcare settings between providers, consumers, and other stakeholders. Students synthesize business, human, and organizational management to impact healthcare outcomes.

ENGL - ENGLISH

ENGL 130 - College Composition I (3)

Introduces college-level writing skills focusing on effective written communication. Students gain competency in unity, specifics, coherence, and grammar, and develop thoughtful paragraphs to progress in their ability to write formal essays. APA Style and library usage are required. GE Competency Area: A

Course is equivalent to ENGL 140

ENGL 140 - Written Communication I (3)

The student will develop competency in effective written communication for creative, academic, and professional written communication. The course focuses on four basic areas of effective writing: unity, specifics, coherence and grammar. Utilizes reading, discussion and personal insight to increase students' capacity to write simple paragraphs, formal essays, reports and research projects. APA style and library usage/research is required.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director. GE Competency Area: A

Prerequisite: None. Offered: 45.

ENGL 230 - College Composition II (3)

Advances student writing skills with prior college-level writing experience. Students develop thesis statements, provide support for written statements, use appropriate APA Style including citations and references, critically analyze texts, and write a research paper. APA Style and library research and usage are required. GE Competency Area: A

Course is equivalent to ENGL 240

ENGL 240 - Written Communications II (3)

This course involves the intensive study and practice of advanced writing principles for research papers. Detailed review of APA style format and library research. Focus on development of critical thinking skills to analyze and critique written communication. Review of writing principles include developing thesis statements, providing support, proper citation and reference pages, and creating clear organization of main points. APA style and library usage/research is required.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director. GE Competency Area: A

Prerequisite: ENGL 140 or the equivalent. Offered: 45.

ENGL 250 - Technical Writing (3)

Explores the concepts and techniques of technical communication. Engages students in the analysis, interpretation, and creation of technical and semi-technical writing with a focus on technology and media tools to assist with crafting clear technical documentation. GE Competency Area: A

Offered: 45.

EPI - EPIDEMIOLOGY

FHE - FOUNDATIONS OF HIGHER EDUCATION

FHE 100 - Foundations of Higher Education (3)

This course is designed to familiarize, acclimate, and relate students to the West Coast University environment, professionalism, and the broader community. The course will entail in-depth discussions, specialized topics, and activities connected to a foundational higher education experience while helping students formulate and achieve personal, professional, and academic goals.

Prerequisite: None.

FHE 102 - Foundations of Online Higher Education (3)

This course is designed to familiarize, acclimate, and relate students to the West Coast University environment, professionalism, and the broader community. The course will entail in-depth discussions, specialized topics, and activities connected to a foundational higher education experience while helping students formulate and achieve personal, professional, and academic goals.

Prerequisite: None.

FYS - FIRST YEAR SEMINAR

FYS 001 - First Year Seminar (0)

This course is designed to familiarize, acclimate, and relate students to the West Coast University environment, professionalism, and the broader community. The course will entail in-depth discussions, specialized topics, and activities connected to a collective First Year Experience while helping students to formulate and achieve personal, professional, and academic goals and successes.

Prerequisite: None. Offered: 0.

FYS 002 - Foundations of Success (3)

Introduces students to West Coast University scholarly characteristics and expectations, baccalaureate professionalism, and diverse community engagement. Students will engage in discussions and specialized activities connected to a collective first year experience in online education, and core skills practice and evaluation. Students will have the opportunity to define and formulate strategies to achieve personal, professional, and academic goals for success.

HA - HEALTH ADMINISTRATION

HA 100 - Medical Terminology (3)

Focuses on approaches to learning and memorizing medical terminology. The meaning of hundreds of Latin and Greek elements or word parts will be taught with an emphasis on spelling, definition, usage, and pronunciation of medical terminology. Students are exposed to a basic knowledge of the history of medicine and its terminology.

HA 110 - Introduction to Healthcare Management (3)

This course evaluates healthcare management within a variety of health organization settings such as hospitals, nursing homes, and clinics. This course introduces topics in ethics, leadership, organizational behavior, information technology, health care financing, health disparities, teamwork, re-emerging outbreaks, bioterrorism, violence in healthcare settings, and medical tourism.

HA 220 - Global Perspectives in Healthcare (3)

Examines core concepts of international service, poverty, and disparity in a health continuum. Students will develop an expanded knowledge base of global health care concepts and explore topics including diversity, foreign aid, alternative health care delivery systems, and social determinants of health in a variety of health care environments.

HA 320 - Healthcare Policy and Economics (3)

This course explores current events, articles, and research that focuses on health policy and addresses the different types of policy models, factors influencing policy-making, and the U.S. governmental structure. The focus is on the evaluation of healthcare systems both nationally and globally, public and global health policy as well as policy formulation and implementation.

HA 330 - Healthcare Regulatory Compliance and Accreditation (3)

This course explores compliance programs in a hospital setting and at the local, state, and federal levels. Students will analyze case studies, engage in problem-based learning activities, and gain an understanding of internal and external audits to design an effective compliance program and effectively correct issues of non-compliance.

HA 340 - Healthcare Payment Systems (3)

This course evaluates current trends and traditional methods of payment and reimbursement in the healthcare industry. This course covers the fundamentals and terminology of different payer systems in healthcare. Students will analyze third-party payer requirements, Medicare's payment systems, healthcare provider organizational structuring, and revenue cycles.

HA 400 - Principles of Epidemiology (3)

This course focuses on the basic principles of Epidemiology and its role in research. Students analyze the basic tools and methods of epidemiological research, and the applications of epidemiology to maladies such as cardiovascular disease, diabetes, infectious disease, and disease vectors and outbreaks.

HA 410 - Research Methods in Healthcare (3)

This course explores research in healthcare with an emphasis on tools to make informed decisions for patients and the healthcare organization. Students will examine ethical considerations, evaluate the research process, analyze qualitative, quantitative, and mixed research methods, determine the reliability and validity of questionnaires, explore descriptive and comparative statistics, and statistical modeling.

HA 420 - Quality Performance Management in Healthcare (3)

This course focuses on the analysis of key quality metrics, foundations of quality management, and statistical methods in quality management, and measuring and controlling quality, process improvement, and Six Sigma. Students will evaluate key performance indicators and how they relate in a healthcare setting.

HA 430 - Risk Management in Healthcare (3)

Covers the basic concepts of risk management in healthcare. Students will analyze employment practices, and evaluate risk management strategies, medical malpractice, and the regulatory environment. Students will also explore risk management in multiple areas of infection control programs, psychiatry, telemedicine, ambulatory care, and long-term care facilities.

HA 440 - Introduction to Strategic Planning and Organizational Management in Healthcare Organizations (3)

This course covers strategic planning methodologies within a healthcare setting. Topics include market structure and strategy, diverse business models, organization purpose, position, and structure, internal and external environment strategies, and strategic change management.

HA 450 - Leadership in Healthcare (3)

This course analyzes leadership theories, models, and concepts, and emphasizes application to the healthcare industry. The focus is on evaluating the essential attributes required of a leader in today's healthcare organization and exploring topics such as ethics and integrity, servant leadership, emotional intelligence, conflict management, and team values.

HA 500 - Legal and Ethical Issues in Health Care Management (3)

In this course students will examine the legal and ethical issues involved in the use of health related information. Topics include ethical theories and dilemmas, contemporary ethical issues, tort law, contracts, corporate responsibilities, ethical and legal responsibilities of the health care professionals, and the regulatory environment.

HA 505 - Information Systems for Health Care Programs (3)

With the ever increasing costs of health care and the demand for quality of care, information systems are expected to play an important role in managing health care organizations. Topics include the analysis, design, selection, implementation, and evaluation of information systems in a variety of health care settings.

HA 510 - Database Systems, Design and Informatics (3)

The usage and design of database management systems and models will be explored and their significance in decision-making emphasized. Learning will be facilitated through designing a database in MS Access or equivalent. Database concepts such as table designs, data queries, writing simple macros, data mining, big data, meaningful use, visualization and analysis will be presented.

HA 512 - Project Management in Healthcare Informatics (3)

This course introduces theoretical and practice components of project management in healthcare informatics for the graduate nurse. Students will be exposed to specific concepts related to electronic health records, health data, standards, sourcing, and information technology investments within the framework of the system life cycle. Students will evaluate informatics as it applies to patient safety, legal and ethical issues, complex decision-making, consumer use, and outcomes measurement. Through project management activities, students will explain the key information requirements for effective health information management and decision support, plan and develop the governance

and oversight requirements of healthcare informatic projects, understand the specification in the selection process of healthcare projects, and apply these competencies to real-world healthcare problems.

HA 515 - Implementation, Management, and Evaluation of Healthcare Systems (3)

In this course, students will explore the lifecycle of Electronic Health Record (EHR) – implementation, upgrades, changes, analysis, workflow modeling and training. Students will also learn legal and ethical issues surrounding healthcare informatics, as well as other key topics such as healthcare policy-driven practices.

HA 520 - Financial Management for Health Care Managers (3)

This course focuses on the application of financial concepts to managing cost and profitability in health care organizations.

HA 525 - Marketing Management for Health Care Professionals (3)

This course examines how managers make decisions in a complex and competitive environment. The student is introduced to the application of the marketing concepts and practices as they relate to the management of the marketing strategy development and implementation in health care organizations. As part of the course requirements students will be required to develop a marketing plan on a health care related opportunity and make a presentation to the class.

HA 530 - Managerial Epidemiology (3)

This course takes a managerial approach to the prevention and control of diseases in the public and private arena. Basic concepts of epidemiology are applied to the policy, marketing, management, and geography of disease prevention and control.

HA 535 - Health Research Methods (3)

This course will focus on the application of univariate and multivariate research methods and computer analysis of data using statistical packages. During the term, students are required to identify a health care related problem, design the data collection instrument, collect the data, analyze and interpret the data, and make recommendations to the management team.

Prerequisite: MATH 210 or equivalent.

HA 540 - Strategic Planning in Health Care Organizations (3)

Successful managers understand the importance of strategic planning for achieving long-term growth, profitability, and competitive advantage for the organization. Topics include strategy development, evaluating the environment, conducting SWOT analysis, implementing and monitoring the strategy.

HA 545 - Hospital Administration and Management (3)

This course focuses on the operation, administration, and management of health care organizations. Topics include planning, organizing, recruiting, training, motivating and directing the employees of the organization, Additional topics include conflict resolution, workplace diversity, patient privacy and confidentially issues.

HA 550 - Leadership Models for Health Care Managers (3)

This course explores a broad range of leadership issues. Topics include leadership theories, models, styles, competencies, ethics in health leadership, change management, mentoring and succession planning.

HA 555 - Project Management (3)

This course introduces the student to the use of computer based project management to plan and implement complex projects in a health care organization. Topics include the selection and role of the project manager, organization and planning, budgeting and cost estimation, scheduling and resource allocation, monitoring, controlling, and auditing the project. Students will use the MS project to plan and organize a health care related project.

HA 557 - Project Management II (3)

Utilizes the Project Management Institute® PMBOK® Guide as a foundation to learn about emerging trends and concepts and to apply project management practices and principles in a variety of professional settings. Topics include the importance of project management, organizational systems, the role of the project manager, project management knowledge areas and process groups, project integration management to include input/output tools and techniques, the project plan, the work breakdown structure (WBS), and the project life cycle including all key project phases. Additional resources such as practice exams, flashcards, process flow diagrams, and case studies will be provided.

HA 560 - Entrepreneurial Opportunities in Health Care Industry (3)

This course is intended primarily for students who are interested in creating businesses related to the health care industry both within the organization and outside the organization. Topics include conceptualization of the product/service, planning, raising capital, hiring the team, launching, growing, and successfully exiting the business. During the term students will be required to develop an investment grade business plan and make a presentation to the class.

HA 565 - Capstone Course: Cases in Health Care Management (3)

This course will bring to bear on the student's ability to integrate the various concepts, models, theories, and topics relating to the health care industry that were discussed throughout the program by participating in a series of case analysis exercises.

Prerequisite: HA 520, HA 525, HA 540, HA 545.

HIST - HISTORY

HIST 100 - U.S. History (3)

Surveys United States history with emphasis on civil institutions, foundational facts, multicultural perspectives, and their impact on modern-day national and international social and political developments. Explores major historical events and themes, primarily focusing on their impact on American history (i.e., cultural, political, and social movements). GE Competency Area: F

HUM - HUMANITIES

HUM 360 - Cultural Diversity (3)

Examines the key areas of cultural diversity, including race, ethnicity, gender, sexuality, socioeconomic status, and religion. Conflict resolution and effective communication is emphasized. The focus is on the comparison of various cultural traditions among groups of people who are both interdependent and independent. GE Competency Area: F

Course is equivalent to HUM 370

HUM 370 - Cultural Pluralism (3)

Compares varied cultural traditions among groups of people in a given society who are simultaneously interdependent and autonomous. Emphasis on shared socioeconomic and political systems of people in a society and an appreciation of the distinct cultural practices among groups who coexist within that society. Diversity of: race, ethnicity, gender, socioeconomic status, disability, religion, and sexual preference are emphasized. Effective communication and conflict resolution are a focus throughout the course.

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director. GE Competency Area: F

Prerequisite: None. Offered: 45.

IPE - INTERPROFESSIONAL EDUCATION

IPE 723 - Interprofessional Healthcare III (1)

Offered: 15.

LDR - LEADERSHIP

LDR 432 - Principles of Leadership for Healthcare Organizations (3)

Explores critiques and analyzes leadership principles and theories and their application of these principles to the health care industry. Reviews the essential attributes required of a leader in today's health care organization, making a distinction between managers and leaders. Students evaluate their own leadership styles utilizing a leadership assessment questionnaire.

Prerequisite: None. Offered: 45.

LDR 450 - Leadership in Healthcare (3)

This course analyzes leadership theories, models, and concepts, and emphasizes application to the healthcare industry. The focus is on evaluating the essential attributes required of a leader in today's healthcare organization and exploring topics such as ethics and integrity, servant leadership, emotional intelligence, conflict management, and team values.

MATH - MATHEMATICS

MATH 102 - Applied Mathematics (3)

Applies mathematics to the real world. Students acquire skills to interpret everyday life situations using mathematics and quantitative reasoning. Topics include critical thinking, problem solving, financial literacy, modeling, and technology applications. Mathematics topics include real number

operations, pre-algebra and introductory algebra, probability, and basic statistics. GE Competency Area: D

MATH 107 - Intermediate Algebra (3)

Provides an overview of the fundamental concepts of algebra. Applies algebra to real-word scenarios. Topics include the properties of real numbers, linear and quadratic equations, systems of linear equations, operations with polynomials, and exponential and logarithmic functions. Some use of technology is required to support algebraic reasoning and analysis. GE Competency Area: D

This course is equivalent to MATH 108

MATH 108 - College Mathematics I (3)

Students are introduced to algebra topics such as properties of real numbers including basic operations, solving and graphing linear equations and inequalities, polynomials and their properties, factoring polynomials, simplifying rational expressions, radical expressions, complex numbers, solving and graphing quadratic equations, solving system of two linear equations, logarithmic functions and their properties, and exponential functions. GE Competency Area: D

Prerequisite: None. Offered: 45.

MATH 201 - Calculus (3)

This is an introduction to calculus course with emphasis on real world applications. Topics include limits, derivatives of algebraic and transcendental functions, applications of derivatives, indefinite integrals, definite integrals, the Fundamental Theorem of Calculus, applications of integration, and Analytic Geometry.

MATH 207 - Elementary Statistics (3)

Provides an overview of elementary statistics concepts including descriptive and inferential statistics. Course topics include measures of central tendency and variation, sampling techniques, confidence intervals and hypothesis testing, linear correlation, and regressions. Real-world applications of statistics are included. Students utilize technology to support their decision-making and statistical analysis. GE Competency Area: D

Course equivalent to MATH 211

MATH 211 - Statistics (3)

This course covers descriptive and inferential statistics with emphasis on real world applications related to the healthcare industry. Course topics include collecting and organizing data, visualizing data using graphs, summarizing data using sample statistics, estimating population parameters using confidence intervals, and hypothesis testing on population parameters. Linear correlation, regression analysis, and basic probability concepts are also covered. GE Competency Area: D

Offered: 45.

MICR - MICROBIOLOGY

MICR 290 - Microbiology (4)

Representative examples of bacteria, viruses, fungi, protozoa, and multi-cellular parasites are studied, with special concentration given to micro-organisms that are significant to human health. Aspects of classification, metabolism, genetics, control mechanisms, chemotherapy, and antibiotic/resistance are considered. Topics covered include principles of infectious disease transmission, immunology, biotechnology, bioterrorism, and environmental remediation. Laboratory activities include aseptic techniques, staining, identification, and antibiotic sensitivity assays. GE Competency Area: G

Prerequisite: ANAT 260, PHYS 261, CHEM 280, or the equivalent. Offered: 81.

MSNA - ADULT GERONTOLOGY ACUTE CARE

MSNA 600 - Adult Gerontology Acute Care: Introduction to Advanced Practice (2)

This course is designed to assist the APRN student in developing professional identity, clinical readiness, and other core APRN competencies. After introducing the students to the role, scope, and regulations of APRNs, they will learn how to access and utilize peer-reviewed and evidence-based guidelines and standards of care, develop and coordinate interdisciplinary care, and synthesize prior knowledge and skills to develop clinical readiness in adult gerontology acute care. The course will include an on-site immersion.

MSNA 605 - Adult Gerontology Acute Care: Clinical Reasoning & Differential Diagnosis (3)

This course is designed to foster evidence-based critical thinking and decision-making skills among Adult Gerontology Acute Care Nurse Practitioner students. The course utilizes a symptom approach as diagnostic reasoning process where students practice the analysis of clinical presentations and subjective and objective patient data to formulate differential diagnoses and select appropriate diagnostic testing.

MSNA 610 - Adult Gerontology Acute Care: Complex Care I (3)

This is the first of three courses that focuses on the complex medical disorders commonly encountered in the inpatient and/or outpatient setting. Students will strengthen their advanced pathophysiology, physical assessment, pharmacology, and management of selected acute and chronic medical problems which span from the young adult to the elderly.

MSNA 610C - Adult Gerontology Acute Care: Complex Care Practicum I (3)

This is the first of three clinical courses that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with acute or chronic illness in a variety of acute care settings.

MSNA 620 - Adult Gerontology Acute Care: Complex Care II (3)

This is the second of three courses that focuses on the complex medical disorders commonly encountered in the inpatient and/or outpatient setting. Students will strengthen their advanced pathophysiology, physical assessment, pharmacology, and management of selected chronic medical problems which span from the young adult to the elderly.

MSNA 620C - Adult Gerontology Acute Care: Complex Care Practicum II (3)

This is the second clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and older adults with acute or chronic illness in a variety of acute care settings.

MSNA 630 - Adult Gerontology Acute Care: Complex Care III (1)

This is the final clinical course that focuses on the complex medical disorders commonly encountered in the inpatient and/or outpatient setting. Students will strengthen their advanced pathophysiology, physical assessment, pharmacology, and management of selected chronic medical problems that span from the young adult to the older adult.

MSNA 630C - Adult Gerontology Acute Care: Complex Care Practicum III (2)

This is the last of three clinical courses that focuses on the complex medical disorders commonly encountered in the inpatient and/or outpatient setting. Students will strengthen their advanced pathophysiology, physical assessment, pharmacology, and management of selected chronic medical problems which span from the young adult to the elderly.

MSNA 650 - Adult Gerontology Acute Care: Intensive I (2)

This is the first course designed to enrich the student's clinical residency experience. The course provides a broad overview of the essential and specialized knowledge and skills required of the adult gerontology acute care nurse practitioner student for independent entry-level practice.

MSNA 650C - Adult Gerontology Acute Care: Residency I (2)

This is the first clinical residency course that provides culminating clinical experiences for the adult gerontology nurse practitioner acute care student. In this course, students synthesize prior advanced knowledge, integrate advanced skills, and incorporate evidence-based and interprofessional guidelines in the management of adult gerontology patients seen in acute care settings.

MSNA 660 - Adult Gerontology Acute Care: Intensive II (2)

This is the second course designed to enrich the student's clinical residency experience. The course provides a broad overview of the essential and specialized knowledge and skills required of the adult gerontology acute care nurse practitioner student for independent entry-level practice.

MSNA 660C - Adult Gerontology Acute Care: Residency II (2)

This is the second clinical residency course that provides culminating clinical experiences for the adult gerontology acute care nurse practitioner student. In this course, students synthesize prior advanced knowledge, integrate advanced skills, and incorporate evidence-based and interprofessional guidelines in the management of adult gerontology patients seen in acute care settings.

MSNA 680 - Adult Gerontology Acute Care: Transition to Practice (1)

This course is designed to provide the Adult Gerontology Acute Care Nurse Practitioner student with the essential and specialized knowledge and skills needed for independent and interprofessional practice. Students will investigate how their role fits within the complex healthcare environment through collaboration and engagement in activities that support role identity and transition to advanced practice.

MSNC - Graduate Online Nursing

MSNC 500 - Nursing Roles in Policy, Ethics, & Finance (3)

This course explores advanced nursing roles and evaluates local, state, national, and global policy issues impacting health outcomes. Students investigate ethical responsibilities for advanced nursing roles and discover the impact of healthcare finance and regulatory requirements on health equity, quality, and safety.

MSNC 505 - Scholarship for Advanced Nursing Practice (3)

This course evaluates the relationship between nursing theory, research, evidence-based practice, and clinical guidelines. Students identify strategies and evaluate application of evidence-based practice within complex healthcare settings. Students develop and design an evidence-based academic project to identify a nursing or clinical practice need through focus on quality and safety.

MSNC 510 - Advanced Nursing Technologies & Collaborative Care (3)

This course introduces current and emerging technologies used in complex healthcare systems. Students utilize concepts, theories, and tools of health informatics to collect, analyze, and document findings to inform clinical decisions in advanced nursing practice.

MSNC 515 - Health Promotion and Disease Management (3)

This course explores the principles and theories of health promotion and disease management for individuals, families, and communities. Students gain advanced nursing knowledge for disease

management and illness prevention focusing on primary, secondary, and tertiary prevention through exploration and application of clinical guidelines, health screenings, and primary care models.

MSNE - Nurse Educator

MSNE 540 - Advanced Pathophysiology, Physical Assessment, & Pharmacology for Nurse Educators (3)

In this course, students develop advanced nursing knowledge of pathophysiology, pharmacology, and health assessment in nursing education. Students analyze advanced pathophysiology, pharmacology, and health assessment needs impacting individuals, families, or populations within healthcare settings. Students build upon foundational knowledge to facilitate teaching and learning strategies.

MSNE 600 - Nurse Educator Roles: Scholarship, Service, and Leadership (2)

In this course, students explore academic and clinical nurse educator roles. Students discover the importance of mentorship, professional organizations, and how professional development supports advanced nursing knowledge acquisition. Students engage in self-reflection and identify strategies to facilitate learning, learner development, and learner socialization. Students focus on leadership development through service and scholarship activities.

MSNE 605 - Curriculum Design I (2)

In this course, students explore foundational theories and principles for curricular and programmatic development. Students investigate innovative approaches to curricular design and systematic evaluation using backward design.

MSNE 610 - Accreditation & Regulatory Requirements (2)

In this course, students explore accrediting agencies and regulatory bodies to guide curriculum development. Students create SMART outcomes to support quality programs. Students develop foundational knowledge for application of accreditation and regulatory requirements to plan, implement, and evaluate educational healthcare curricula.

MSNE 615 - Curriculum Design II (2)

In this course, students apply curricular design, accreditation requirements, and systematic evaluation to apply teaching strategies for learner development.

MSNE 620 - Program Assessment & Evaluation (2)

In this course, students develop an understanding of program assessment and evaluation. Development of a systematic plan of evaluation provides students with foundational skills and knowledge to support healthcare education.

MSNE 625 - Innovative Teaching Strategies & Learning Styles (2)

In this course, students identify, develop, and refine individual philosophies and student learning styles to create innovative teaching strategies addressing diversity, equity, and inclusion. Students produce strategies to facilitate learner development and socialization.

MSNE 635C - Nursing Education Practice Integration Experience (3)

In this course, students use scholarship, service, and leadership to present an educational project, evaluate learning, and demonstrate effective teaching strategies. Students complete indirect and direct clinical experience hours working with masters-prepared educator.

MSNF - Family Nurse Practitioner

MSNF 600 - Family Primary Care: Introduction to Advanced Practice (2)

This course guides the APRN student in developing professional identity, clinical readiness, and other core APRN competencies. After introducing the students to the role, scope, and regulations of APRNs, they will learn how to access and utilize peer-reviewed and evidence-based guidelines and standards of care, develop and coordinate interdisciplinary care, and synthesize prior knowledge and skills to develop clinical readiness in family primary care. The course will include an on-site immersion.

MSNF 605 - Family Primary Care: Clinical Reasoning & Differential Diagnosis (3)

This course guides evidence-based critical thinking and decision-making skills among Family Nurse Practitioner students. The course utilizes a symptom approach as diagnostic reasoning process where students practice the analysis of clinical presentations and subjective and objective patient data to formulate differential diagnoses and select appropriate diagnostic testing.

MSNF 610 - Adult Gerontology Primary Care: Health I (2)

This is the first course that provides the nurse practitioner student with the evidence-based, specialized knowledge needed for assessing, diagnosing, and managing common acute and chronic health problems in young, middle-aged, and older adults encountered in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNF 610C - Adult Gerontology Primary Care: Practicum I (2)

This is the first clinical course that provides the nurse practitioner student with precepted clinical experiences to conduct comprehensive health assessments and physical examinations, develop differential diagnoses, and formulate plans of care to manage acute and chronic health problems in young, middle-aged, and older adults encountered in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNF 620 - Adult Gerontology Primary Care: Health II (2)

This is the second course that provides the nurse practitioner student with the evidence-based, specialized knowledge needed for assessing, diagnosing, and managing common acute and chronic health problems in young, middle-aged, and older adults encountered in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNF 620C - Adult Gerontology Primary Care: Practicum II (2)

This is the second clinical course that provides the nurse practitioner student with precepted clinical experiences to conduct comprehensive health assessments and physical examinations, develop differential diagnoses, and formulate plans of care to manage acute and chronic health problems in young, middle-aged, and older adults encountered in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNF 630 - Women's and Reproductive Health (3)

This course provides the nurse practitioner student with the evidence-based, specialized knowledge needed for assessing, diagnosing, and managing women's health issues and reproductive health encountered in primary care settings. The course emphasizes a patient-centered, gender and culturally sensitive approach to promoting, maintaining, and restoring health.

MSNF 630C - Women's and Reproductive Health Practicum (2)

This clinical course provides the practitioner student with precepted clinical experiences to conduct comprehensive health assessments and physical examinations, develop differential diagnoses, and

formulate plans of care to manage women's health issues and gender-based reproductive health. The course emphasizes a patient-centered, gender and culturally sensitive approach to promoting, maintaining, and restoring health.

MSNF 640 - Pediatric & Adolescent Health (3)

This course provides the Family Nurse Practitioner student with the specialized knowledge needed for assessing, diagnosing, and managing common acute and chronic health problems in children from birth through adolescence in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNF 640C - Pediatric & Adolescent Health Practicum (2)

This course provides the Family Nurse Practitioner student with precepted clinical experiences to conduct comprehensive health assessments and physical examinations, develop differential diagnoses, and formulate plans of care to manage acute and chronic health problems in children from birth through adolescence in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNF 650 - Family Primary Care: Intensive I (2)

This is the first course designed to enrich the nurse practitioner student's clinical residency experience. The course provides a broad overview of the essential and specialized knowledge and skills required of the nurse practitioner student for independent entry-level practice.

MSNF 650C - Family Primary Care: Residency I (2)

This is the first clinical residency course that provides culminating clinical experiences for the nurse practitioner student. In this course, students synthesize prior advanced knowledge, integrate advanced skills, and incorporate evidence-based and interprofessional guidelines in the management of patients seen in primary care settings.

MSNF 660 - Family Primary Care: Intensive II (2)

This is the second course designed to enrich the nurse practitioner student's clinical residency experience. The course provides a broad overview of the essential and specialized knowledge and skills required of the nurse practitioner student for independent entry-level practice.

MSNF 660C - Family Primary Care: Residency II (2)

This is the second clinical residency course that provides culminating clinical experiences for the nurse practitioner student. In this course, students synthesize prior advanced knowledge, integrate advanced skills, and incorporate evidence-based and interprofessional guidelines in the management of patients seen in primary care settings.

MSNF 680 - Family Primary Care: Transition to Advanced Practice (1)

This course provides the Family Nurse Practitioner student with the essential and specialized knowledge and skills needed for independent and interprofessional practice. Students will investigate how their role fits within the complex healthcare environment through collaboration and engagement in activities that support role identity and transition to advanced practice.

MSNG - Adult Gerontology Primary Care

MSNG 600 - Adult Gerontology Primary Care: Introduction to Advanced Practice (2)

This course is designed to assist the APRN student in developing professional identity, clinical readiness, and other core APRN competencies. After introducing the students to the role, scope, and regulations of APRNs, they will learn how to access and utilize peer-reviewed and evidence-based guidelines and standards of care, develop and coordinate interdisciplinary care, and synthesize prior

knowledge and skills to develop clinical readiness in adult and gerontology primary care. The course will include an on-site immersion.

MSNG 605 - Adult Gerontology Primary Care: Clinical Reasoning & Differential Diagnosis (3)

This course is designed to foster evidence-based critical thinking and decision-making skills among Adult Gerontology Primary Care Nurse Practitioner students. The course utilizes a symptom approach as diagnostic reasoning process where students practice the analysis of clinical presentations and subjective and objective patient data to formulate differential diagnoses and select appropriate diagnostic testing.

MSNG 610 - Adult Gerontology Primary Care: Health I (2)

This is the first course that provides the nurse practitioner student with the evidence-based, specialized knowledge needed for assessing, diagnosing, and managing common acute and chronic health problems in young, middle-aged, and older adults encountered in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNG 610C - Adult Gerontology Primary Care: Practicum I (2)

This is the first clinical courses that provide the nurse practitioner student with precepted clinical experiences to conduct comprehensive health assessments and physical examinations, develop differential diagnoses, and formulate plans of care to manage acute and chronic health problems in young, middle-aged, and older adults encountered in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNG 620 - Adult Gerontology Primary Care: Health II (2)

This is the second course that provides the nurse practitioner student with the evidence-based, specialized knowledge needed for assessing, diagnosing, and managing common acute and chronic health problems in young, middle-aged, and older adults encountered in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNG 620C - Adult Gerontology Primary Care: Practicum II (2)

This is the second clinical course that provides the nurse practitioner student with precepted clinical experiences to conduct comprehensive health assessments and physical examinations, develop differential diagnoses, and formulate plans of care to manage acute and chronic health problems in young, middle-aged, and older adults encountered in primary care settings. The course emphasizes a patient-centered approach to promoting, maintaining, and restoring health.

MSNG 630 - Women's and Reproductive Health (3)

This course provides the nurse practitioner student with the evidence-based, specialized knowledge needed for assessing, diagnosing, and managing women's health issues and reproductive health encountered in primary care settings. The course emphasizes a patient-centered, gender and culturally sensitive approach to promoting, maintaining, and restoring health.

MSNG 630C - Women's and Reproductive Health Practicum (2)

This clinical course provides the nurse practitioner student with precepted clinical experiences to conduct comprehensive health assessments and physical examinations, develop differential diagnoses, and formulate plans of care to manage women's health issues and gender-based reproductive health. The course emphasizes a patient-centered, gender and culturally sensitive approach to promoting, maintaining, and restoring health.

MSNG 650 - Adult Gerontology Primary Care: Intensive I (1)

This is the first course designed to enrich the nurse practitioner student's clinical residency experience. The course provides a broad overview of the essential and specialized knowledge and skills required of the primary care nurse practitioner student for independent entry-level practice.

MSNG 650C - Adult Gerontology Primary Care: Residency I (2)

This is the first clinical residency course that provides culminating clinical experiences for the nurse practitioner student. In this course, students synthesize prior advanced knowledge, integrate advanced skills, and incorporate evidence-based and interprofessional guidelines in the management of patients seen in primary care settings.

MSNG 660 - Adult Gerontology Primary Care: Intensive II (2)

This is the second course designed to enrich the student's clinical residency experience. The course provides a broad overview of the essential and specialized knowledge and skills required of the primary care nurse practitioner student for independent entry-level practice.

MSNG 660C - Adult Gerontology Primary Care: Residency II (2)

This is the second clinical residency course that provides culminating clinical experiences for the nurse practitioner student. In this course, students synthesize prior advanced knowledge, integrate advanced skills, and incorporate evidence-based and interprofessional guidelines in the management of patients seen in primary care settings.

MSNG 670C - Adult Gerontology Primary Care: Residency III (2)

This is the final clinical residency course that provides culminating clinical experiences for the nurse practitioner student. In this course, students synthesize prior advanced knowledge, integrate advanced skills, and incorporate evidence-based and interprofessional guidelines in the management of patients seen in primary care settings.

MSNG 680 - Adult Gerontology Primary Care: Transition to Advanced Practice (1)

This course is designed to provide the Adult Gerontology Primary Care Nurse Practitioner student with the essential and specialized knowledge and skills needed for independent and interprofessional practice. Students will investigate how their role fits within the complex healthcare environment through collaboration and engagement in activities that support role identity and transition to advanced practice.

MSNL- Nurse Leader

MSNL 600 - Organizational Behavior and Human Resource Management (3)

In this course, students explore the dynamics of human relations in complex healthcare settings. Students appraise organizational behavior, employee performance management, and strategies for innovative employee engagement. Federal employment laws are analyzed and used to guide future projects in the program.

MSNL 605 - Business Management for Advanced Nursing Practice (2)

In this course, students explore business management principles to develop essential skills and knowledge for leading complex healthcare systems. Students appraise reimbursement methods and explore strategic planning.

MSNL 610 - Leading Change in Complex Healthcare Systems (2)

In this course, students explore regulatory and compliance standards, change management, and risk mitigation. Students appraise the relationship and impact of ethical responsibilities with the scope and standards of practice. Students analyze the connection between healthcare quality and patient satisfaction and identify how technology is used in the delivery of healthcare. Students identity a measurable solution incorporating strategic initiatives in change management.

MSNL 615 - Leadership Communication & Conflict Management (2)

In this course, students appraise conflict management strategies and develop methods to diffuse tense situations. Students apply insight from self-assessment to analyze strategies for leading and managing conflict successfully.

MSNL 620 - Financial Management for Advanced Practice Nursing (2)

In this course, students explore budgeting, reimbursement methods, resource utilization, and technology to support financial management. Students appraise evidence-based practices to support financial decision-making and incorporate stakeholder feedback.

MSNL 625 - Healthcare Quality, Safety, Policy, and Ethics (2)

In this course, students explore how quality and safety using continuous process improvement drives strategic plans. Students use evidence-based practice to develop a theoretical research framework.

MSNL 630 - Entrepreneurship for Advanced Nursing Practice (2)

In this course, students explore business acumen and entrepreneurial strategies to advance nursing leadership. Students develop the skills, knowledge, and attitudes for business plan development. Students incorporate the influence of policy, reimbursements, and industry needs in the development of strategic initiatives.

MSNL 635C - Nurse Leader Practice Integration Experience (3)

In this course, students use evidence-based practice and leadership skills to present a measurable solution using strategic initiatives, stakeholder feedback, environmental influences using change management. Students complete indirect and direct clinical experience hours working with masters-prepared preceptor.

MSNP - PSYCHIATRIC-MENTAL HEALTH

MSNP 600 - Psychiatric Mental Health: Introduction to Advanced Practice (2)

This course is designed to assist the APRN student in developing professional identity, clinical readiness, and other core APRN competencies. After introducing the students to the role, scope, and regulations of APRNs, they will learn how to access and utilize peer-reviewed and evidence-based guidelines and standards of care, develop and coordinate interdisciplinary care, and synthesize prior knowledge and skills to develop clinical readiness in psychiatric mental health care. The course will include an mandatory On-site Immersion.

MSNP 605 - Psychiatric Mental Health: Psychopharmacology (3)

This course focuses on scientific foundations of neurobiology and psychopharmacology and its application to management of clients with psychiatric disorders and mental health problems across the lifespan. Provides in-depth analysis of concepts related to neuroscience, pharmacokinetics, and pharmacodynamics of psychotropic drugs in the treatment and management of mental health disorders.

MSNP 610 - Psychiatric Mental Health: Across the Lifespan I (3)

This course will provide the Psychiatric Mental Health Nurse Practitioner student with evidence-based, specialized knowledge for assessing, diagnosing, and managing common acute and chronic conditions. The course introduces the student to psychiatric and behavioral care for the pediatric, adult, and older adult populations. The course emphasizes a culturally inclusive, patient-centered, clinically competent approach to promoting, maintaining, and restoring mental health across the lifespan.

MSNP 610C - Psychiatric Mental Health: Across the Lifespan Practicum I (2)

This course will provide the Psychiatric Mental Health Nurse Practitioner student with evidence-based, specialized knowledge needed for assessing, diagnosing, and managing common acute and chronic conditions. The clinical experience focuses on pediatric, adult, and older adult populations in psychiatric and behavioral health settings. The course emphasizes a culturally inclusive, patient-centered, clinically competent approach to promoting, maintaining, and restoring mental health across the lifespan.

MSNP 620 - Psychiatric Mental Health: Across the Lifespan II (3)

This course will provide the Psychiatric Mental Health Nurse Practitioner student with evidence-based, specialized knowledge for assessing, diagnosing, and managing common acute and chronic conditions. The course focuses on the continuation of psychiatric and behavioral care for the pediatric, adult, and older adult populations. The course emphasizes a culturally inclusive, patient-centered, clinically competent approach to promoting, maintaining, and restoring mental health across the lifespan.

MSNP 620C - Psychiatric Mental Health: Across the Lifespan Practicum II (2)

This course will provide the Psychiatric Mental Health Nurse Practitioner student with evidence-based, specialized knowledge needed for assessing, diagnosing, and managing common acute and chronic conditions. The clinical experience focuses on pediatric, adult, and older adult populations in psychiatric and behavioral health settings. The course emphasizes a culturally inclusive, patient-centered, clinically competent approach to promoting, maintaining, and restoring mental health across the lifespan.

MSNP 630 - Psychiatric Mental Health: Across the Lifespan III (3)

This course will provide the Psychiatric Mental Health Nurse Practitioner student with evidence-based, specialized knowledge for assessing, diagnosing, and managing common acute and chronic conditions. The course advances further understanding of psychiatric and behavioral care for the pediatric, adult, and older adult populations. The course emphasizes a culturally inclusive, patient-centered, clinically competent approach to promoting, maintaining, and restoring mental health across the lifespan.

MSNP 630C - Psychiatric Mental Health: Across the Lifespan Practicum III (2)

This clinical course provides the psychiatric mental health nurse practitioner student with evidence-based, specialized knowledge needed for assessing, diagnosing, and managing common acute and chronic conditions. The clinical experience focuses on pediatric, adult, and older adult populations in psychiatric and behavioral health settings. The course emphasizes a culturally inclusive, patient-centered, and clinically competent approach to promoting, maintaining, and restoring mental health across the lifespan.

MSNP 650 - Psychiatric Mental Health: Intensive I (2)

This is the first course designed to enrich the student's clinical residency experience. The course provides a broad overview of the essential and specialized knowledge and skills required of the psychiatric mental health nurse practitioner student for independent entry-level practice.

MSNP 650C - Psychiatric Mental Health: Residency I (3)

This is the first clinical residency course that provides culminating clinical experiences for the psychiatric mental health nurse practitioner student. In this course, students synthesize prior advanced knowledge, integrate advanced skills, and incorporate evidence-based and interprofessional guidelines in the management of patients seen in psychiatric mental health care settings.

MSNP 660 - Psychiatric Mental Health: Intensive II (2)

This is the second course designed to enrich the student's clinical residency experience. The course provides a broad overview of the essential and specialized knowledge and skills required of the psychiatric mental health nurse practitioner student for independent entry-level practice.

MSNP 660C - Psychiatric Mental Health: Residency II (3)

This is the second clinical residency course that provides culminating clinical experiences for the psychiatric mental health nurse practitioner student. In this course, students synthesize prior advanced knowledge, integrate advanced skills, and incorporate evidence-based and interprofessional guidelines in the management of patients seen in psychiatric mental health care settings.

MSNP 680 - Psychiatric Mental Health: Transition to Advanced Practice (2)

This course is designed to provide the Psychiatric Mental Health Nurse Practitioner student with the essential and specialized knowledge and skills needed for independent and interprofessional practice. Students will investigate how their role fits within the complex healthcare environment through collaboration and engagement in activities that support role identity and transition to advanced practice. The course will include a mandatory On-site Immersion.

MSNR - Advanced Practice Nursing

MSNR 550 - Advanced Pathophysiology (3)

This course focuses on pathophysiology and in-depth theoretical and clinical principals of diseases encountered across the lifespan. It provides the foundation necessary for critical thinking and clinical reasoning.

MSNR 555 - Advanced Pharmacology (3)

The course focuses on knowledge essential to the pharmacological management of common acute and chronic health problems experience by patients throughout the life span. Principals of pharmacokinetics and pharmacodynamics will be applied. The course addresses foundations of prescriptive practice, including legal and ethical standards as related to advanced practice nursing as required by the Board of Nursing.

MSNR 560 - Advanced Health & Physical Assessment (3)

The course is designed to advance assessment skills and diagnostic reasoning appropriate for advanced clinical practice. Provider-patient interaction, patient data collection, and oral and written presentations are included. The course emphasizes advanced assessment skills necessary to differentiate the normal anatomy and physiologic variations to develop differential diagnosis.

NURS - Nursing

NURS 100 - Fundamentals of Nursing (3)

This course offers the basic aspects of professional nursing and of nursing care. Included are: the nature of nursing, contemporary health care, the nursing process, research process, principles of teaching and communication, therapeutic care, and role development.

Prerequisite: Approval for progression into core nursing. Corequisite: NURS 101L. Offered: 45.

NURS 101L - Fundamentals of Nursing Skills Lab (2)

This is a clinical skills laboratory course designed to teach the basic nursing skills for delivery of nursing care. This includes performing basic skills in assessment, patient care across the admission

discharge continuum, documentation, teaching, basic life support, fire safety and infection control. Nursing process is utilized in the management of care.

Prerequisite: Approval for progression into core nursing. Corequisite: NURS 100. Offered: 90.

NURS 103 - Fundamentals of Nursing (3)

This course offers the basic aspects of professional nursing and of nursing care. Included are: the nature of nursing, contemporary health care, the nursing process, research process, principles of teaching and communication, therapeutic care, and role development.

Corequisite: NURS 104L Fundamentals of Nursing Lab.

NURS 104L - Fundamentals of Nursing Skills Lab (2)

This is a clinical skills laboratory course designed to teach the basic nursing skills for delivery of nursing care. This includes performing basic skills in assessment, patient care across the admission discharge continuum, documentation, teaching, basic life support, fire safety, and infection control. The nursing process is utilized in the management of care.

Prerequisite: Admission to Core Nursing. Corequisite: NURS 103.

NURS 110 - Introduction to Professional Nursing (2)

This course introduces the student to a theoretical foundation for professional nursing practice. The course focuses on nursing as a caring profession, nurse's roles and functions, ethics, standards, legal aspects, health care delivery, communication, teaching/learning, critical thinking, and the nursing process. The Essentials of Baccalaureate Education are introduced and the philosophy of the WCU nursing program.

Offered: 30.

NURS 120 - Introduction to Medical Surgical Nursing (3)

This is the first medical surgical nursing course, in a series of three, devoted to learning the professional aspects of therapeutic nursing care. The focus will be on key concepts in the care of patients with medical and surgical conditions utilizing the nursing process. Included also will be the role of patient advocate and manager of care utilizing principles of therapeutic communication, research and teaching learning concepts.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 121L. Offered: 45.

NURS 121L-A - Introduction to Medical Surgical Nursing Practicum (2)

This is the first clinical practicum for a medical surgical nursing course in a series of three, going from simple to complex, devoted to learning the professional aspects of nursing in terms of the complex acute health problems of the adult. This course will focus on the application of concepts involved in maintaining or restoring health of clients/patients with medical and surgical conditions in the acute care/hospital setting.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 120 and 121L-B. Offered: 90.

NURS 121L-B - Introduction to Medical Surgical Nursing Practicum - On-Campus (1)

This course is an on-campus skills laboratory taken concurrently with NURS 121L-A and focuses on the development of the technical skills needed to provide nursing care for clients/patients with medical and surgical conditions.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 120 and 121L-A. Offered: 45.

NURS 122 - Introduction to Medical Surgical Nursing (3)

This is the first medical surgical nursing course in a series of three devoted to learning the professional aspects of therapeutic nursing care. The focus is on the key concepts in the care of

patients with medical and surgical conditions utilizing the nursing process. Also included is the role of patient advocate and manager of care, utilizing principles of therapeutic communication, research, and teaching learning concepts.

Prerequisite: NURS 103 and NURS 104L. Corequisite: NURS 123L.

NURS 123L - Introduction to Medical Surgical Nursing Practicum (3)

This is the first clinical practicum for a medical surgical nursing course in a series of three, going from simple to complex, devoted to learning the professional aspects of nursing in terms of the complex acute health problems of the adult. This course will focus on the application of concepts involved in maintaining or restoring health of clients/patients with medical and surgical conditions in the acute care/hospital setting.

Prerequisite: NURS 103 and NURS 104L. Corequisite: NURS 122.

NURS 180 - Pharmacology (3)

This course provides fundamental understanding of the different classifications of drugs, their physiologic and chemical basis of operation within the human body. The course also presents the methods of delivery of drugs, how to properly administer complex pharmacologic treatments and the interactions different drugs may have with each other, foods, other therapies, and the environment.

Prerequisite: None. Corequisite: None. Offered: 45.

NURS 181 - Pharmacology (3)

This course provides fundamental understanding of the different classifications of drugs, their physiologic and chemical basis of operation within the human body. The course also presents the methods of delivery of drugs, how to properly administer complex pharmacologic treatments and the interactions different drugs may have with each other, foods, other therapies, and the environment.

NURS 190 - Physical Assessment (2)

During the course students learn skills necessary to perform a comprehensive health assessment utilizing history taking, inspection, palpation, percussion, and auscultation. Normal assessment findings, common variations from normal, and cultural differences are discussed as a vital component of assessment. Students demonstrate proficiency in a head to toe physical assessment practicum.

Prerequisite: NURS 100 and NURS 101L. Offered: 30.

NURS 191 - Physical Assessment (2)

This course provides a more in-depth view of patient assessment building from fundamental skills including interviewing, history taking, physical exam, recording, analysis, and use of assessment data in planning patient care.

Prerequisite: Admission to Nursing Core.

NURS 199 - LVN Credit (11)

LVN/LPN Advanced Placement Credits 10.0

Offered: 0.

NURS 199D - Advanced Placement Credit (LVN) (9)

LVN/LPN Advanced Placement Credits 9.0

Offered: 0.

NURS 199E - Advanced Placement Credit (LPN) (9)

LVN/LPN Advanced Placement Credits 9.0

Offered: 0.

NURS 201 - Medical Surgical Nursing-Promoting Wellness (3)

This course is the second in the series of courses focusing on the concepts of medical-surgical nursing. This course provides knowledge for nursing of older adults with complex acute health problems focusing on maintaining or restoring health of acutely ill clients. The needs of older adults returning to the community and community health care issues will be addressed.

Prerequisite: Pre-requisites for LVN to BSN: NURS 110 and 210LB, for BSN students: NURS 120, 121L-A, and NURS 121L-B. Corequisite: NURS 211L. Offered: 45.

NURS 208 - Medical Surgical Nursing Older Adult (3)

This course is the second in the series of courses focusing on the concepts of medical–surgical nursing. This course provides knowledge for nursing of older adults with complex acute health problems focusing on maintaining or restoring health of acutely ill clients. The needs of older adults returning to the community and community health care issues will be addressed.

Prerequisite: NURS 103, NURS 104L. Corequisite: NURS 223, NURS 224L.

NURS 209L-AB - RN Skills Laboratory (2)

This course is a laboratory experience to assess skill level from LVN experience and includes skills discussed in NURS 101L, NURS 121L-A, and NURS 121L-B. Basic nursing skills for the delivery of nursing care include assessment, documentation, teaching, and infection control. This course addresses the role of patient advocate and manager of care utilizing principles of therapeutic communication, research, and teaching learning concepts.

NURS 210L-AB - RN Skills Laboratory (2)

This course is a laboratory experience to assess skill level from LVN experience and includes skills discussed in NURS 101L/121L-A/121L-B. Basic nursing skills for the delivery of nursing care includes assessment, documentation, teaching, and infection control. This course addresses the role of patient advocate and manager of care utilizing principles of therapeutic communication, research, and teaching learning concepts.

Prerequisite: Admission to LVN to BSN program. Offered: 90.

NURS 211L - Medical Surgical Nursing (3)

This course is the second practicum which focuses on the nursing care of older adults with complex acute and chronic health problems in the acute care setting.

Prerequisite: BSN students: NURS 120, 121L-A, and NURS 121L-B; LVN to BSN students: NURS 110 and 210LB. Corequisite: NURS 201. Offered: 135.

NURS 222 - Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill (3)

This course provides knowledge necessary to meet the nursing care needs of adults with mental-health/psychiatric health problems. Application of key concepts and the nursing process with adults and groups within a self-care framework is the focus.

Prerequisite: NURS 100 and NURS 101L. Corequisite: NURS 223L. Offered: 45.

NURS 223 - Mental Health/Older Adult Nursing (3)

This course provides knowledge necessary to meet the nursing care needs of adults with mental-health/psychiatric health problems. Application of key concepts and the nursing process with adults and groups within a self-care framework is the focus.

Prerequisite: NURS 103, 104L. Corequisite: NURS 224L.

NURS 223L - Mental Health/Psychiatric Nursing: Promoting Wellness Practicum (2)

This course provides the opportunity to apply the nursing process in the direct nursing care of adolescents, adults, and older adults with psychiatric health problems. Practice experience include public and private clinical agencies and in community settings.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 222. Offered: 90.

NURS 224L - Medical Surgical & Mental Health Nursing Care of the Older Adult Practicum (3)

This course provides the opportunity to apply the nursing process in the direct nursing care of adolescents, adults, and older adults with psychiatric health problems. Practice experience include public and private clinical agencies and in community settings.

Prerequisite: NURS 103, NURS 104L. Corequisite: NURS 223, NURS 208.

NURS 225 - Nutrition in Health and Disease (3)

Food is the basis of human life so what, how and when a person ingests food or other substances affects human life and potentially brings on disease or helps cure it. Culturally and geographically different types of foods are available and ingested by people. A nurse needs to have an understanding of how food and special diets fit with the lifestyle, culture, and the therapeutic plan of care for each person under his/her care.

Prerequisite: None. Offered: 45.

NURS 306 - Expanding Family and Community (OB) (2)

This course focuses on nursing concepts in the therapeutic care of women, mothers, infants, children, adolescents and their families. Concepts include major health promotion and disease prevention, nursing process, therapeutic communication, evidenced based practice, teaching/learning principles and role development in the care of women, infants and children and families.

Prerequisite: NURS 120, NURS 121L-A, and NURS 121L-B. Corequisite: NURS 316L-A. Offered: 30.

NURS 307 - Developing Family and Community (PEDS) (2)

This course focuses on nursing concepts in the therapeutic care of children, adolescents and their families. Concepts include major health promotion and disease prevention, nursing process, therapeutic communication, evidenced based practice, teaching/learning principles and role development.

Prerequisite: NURS 120, NURS 121L-A, and NURS 121L-B. Corequisite: NURS 317L-A. Offered: 30.

NURS 308 - Expanding and Developing Family (4)

This course focuses on nursing concepts in the therapeutic care of women, mothers, infants, children, adolescents and their families. Concepts include major health promotion and disease prevention, nursing process, therapeutic communication, evidenced based practice, teaching/learning principles and role development in the care of women, infants and children and families.

Prerequisite: NURS 122, NURS 123L. Corequisite: NURS 318L.

NURS 316L-A - Expanding and Developing Family and Community Practicum (OB) (1.5)

This practicum course focuses on the application of nursing concepts in the therapeutic care of women, mothers, and infants.

Prerequisite: BSN only: NURS 120, NURS 121L-A, and NURS 121L-B; LVN-BSN only: NURS 210L. Corequisite: NURS 306 . Offered: 67.5.

NURS 317L-A - Developing Family and Community Practicum (PEDS) (1.5)

This practicum course focuses on the application of nursing concepts in the therapeutic care of children, adolescents, and their families.

Prerequisite: NURS 120, NURS 121L-A, and NURS 121L-B. Corequisite: NURS 307. Offered: 67.5.

NURS 318L - Expanding and Developing Family Practicum (3)

This practicum course focuses on the application of nursing concepts in the therapeutic care of women, mothers, and infants.

Prerequisite: NURS 122, NURS 123L. Corequisite: NURS 308.

NURS 340 - Public Health Nursing (3)

This course provides the theoretical framework to incorporate public health principles with nursing knowledge and skills to offer preventative, health promoting, and protective services that benefit aggregate populations.

Prerequisite: RN licensure or NURS 306, NURS 307, NURS 316L-A, and NURS 317L-A. Corequisite: NURS 342L. Offered: 45.

NURS 340A - Public Health Nursing (1.5)

This course provides the theoretical framework to incorporate public health principles with nursing knowledge and skills to offer preventative, health promoting, and protective services that benefit aggregate populations.

Offered: 22.5.

NURS 340B - Public Health Nursing (1.5)

This course provides the theoretical framework to incorporate public health principles with nursing knowledge and skills to offer preventative, health promoting, and protective services that benefit aggregate populations.

Offered: 22.5.

NURS 342L - Public Health Nursing Practicum (2)

This course prepares RN students for population-focused practice in public health and community health nursing by applying public health theories, prevention and health promoting and protective nursing care to the individual, family, and community. Practicum meets the requirements for PHN certification in CA.

Prerequisite: RN licensure or NURS 307, NURS 316L-A, and NURS 317L-A. Corequisite: NURS 340. Offered: 90.

NURS 350 - Research in Nursing (3)

This course introduces the basics of research in nursing and health care including survey, descriptive, quantitative, and qualitative and outcomes research. It teaches the ability to read and understand nursing research and adequately critique and understand it for the purpose of developing evidence based practice.

Prerequisite: None. Corequisite: None. Offered: 45.

NURS 420 - Principles of Leadership and Management (3)

This course teaches concepts of leadership, what makes a leader, what are the principles of good leadership and how that blends with the role of a manager. Understanding the role of nurse manager in a complex health care system and how regulatory, union, and leadership issues interact with those role responsibilities.

Prerequisite: RN licensure or NURS 201 and NURS 211L. Offered: 45.

NURS 424 - Principles of Leadership and Management (2)

This course teaches concepts of leadership, what makes a leader, what are the principles of good leadership and how that blends with the role of a manager. Understanding the role of nurse manager in a complex health care system and how regulatory, union, and leadership issues interact with those role responsibilities.

Prerequisite: NURS 223, NURS 224L.

NURS 431 - Disaster Management (2)

In an era of homeland security and devastating natural disasters, it is the responsibility of each nurse to understand what they must do in the event of a natural disaster or terrorist event. This course will identify appropriate actions given multiple scenarios.

Prerequisite: NURS 201 and 211L or consent of Campus Dean. Offered: 30.

NURS 440 - Issues and Trends in Nursing (3)

Nursing is a dynamic profession undergoing dramatic changes during a time of healthcare reform. There are many factors affecting nursing recruitment, education, regulatory issues, practice, retention, and scope of practice.

Corequisite: None. Offered: 45.

NURS 480 - Advanced Medical Surgical Nursing: Promoting Wellness Practicum (3)

This course is the third in the series of medical-surgical nursing courses and provides the theoretical perspective on care of acute and critically ill persons across the life span and promoting wellness in culturally diverse populations.

Prerequisite: NURS 201 and 211L. Corequisite: NURS 481L. Offered: 45.

NURS 481L - Advanced Medical Surgical Nursing: Promoting Wellness Practicum (3)

This course provides the opportunity to apply theory to practice in the care of acute and critically ill persons. Clinical practice in the direct care of complex medical-surgical and critical care patients occurs in a variety of settings.

Prerequisite: NURS 201 and NURS 211L. Offered: 135.

NURS 482 - Advanced Medical Surgical Nursing (3)

This course is the third in the series of medical–surgical nursing courses and provides the theoretical perspective on care of acute and critically ill persons across the life span and promotes wellness in culturally diverse populations.

Prerequisite: NURS 103, NURS 122, NURS 123L, NURS 208, NURS 223, NURS 224L, NURS 308, NURS 318L, and NURS 424. Corequisite: NURS 483L.

NURS 483L - Advanced Medical Surgical Nursing Practicum (3)

This course provides the opportunity to apply theory to practice in the care of acute and critically ill persons. Clinical practice in the direct care of complex medical-surgical and critical care patients occurs in a variety of settings.

Prerequisite: NURS 103, NURS 122, NURS 123L, NURS 208, NURS 223, NURS 224L, NURS 308, NURS 318L, and NURS 424. Corequisite: NURS 482.

NURS 484 - Capstone (0)

This course integrates the knowledge base from each of the different core specialties in nursing by reviewing material in a case study format. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination.

To pass this course, students must demonstrate a knowledge base in each subject area necessary to successfully pass the NCLEX-RN exam.

Prerequisite: NURS 223, NURS 224L. Corequisite: NURS 482, NURS 483L.

NURS 485 - Capstone (2)

This capstone course will focus on student achievement of the program, course learning outcomes, as well as integrating the knowledge base from each of the different core specialties in nursing by reviewing material in a case study format. A portfolio will be used to highlight the professional endeavors of the student's past and present academic and work achievements that show evidence of meeting course competencies. The portfolio will also include a summary of the issues that relate to current nursing practice and the projection of the student's long- and short-term professional goals.

In addition, the course follows specific subject areas with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. To pass this course, students must demonstrate a knowledge base in each subject area necessary to successfully pass the NCLEX-RN exam.

Prerequisite: NURS 308; NURS 318L. Corequisite: NURS 482; NURS 483L.

NURS 490RN - Nursing Capstone for Post-Licensure Students (3)

This capstone course will focus on student achievement of the program learning outcomes and the Essentials of Baccalaureate Education for Professional Nursing Practice. A portfolio will be used to highlight the professional endeavors of the student's past and present academic and work achievements that show evidence of meeting the Essentials competencies. The portfolio will also include a summary of the issues that relate to current nursing practice, as well as the projection of the student's long-term and short-term professional goals.

Prerequisite: Admission to the RN-BSN program. Offered: 45.

NURS 493* - Integration of Nursing Concepts (3)

This course integrates the knowledge base from each of the different core specialties in nursing by reviewing material in a case study format. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. To pass this course, students must demonstrate a knowledge base in each subject area necessary to successfully pass the NCLEX-RN exam. This course will help prepare you for the comprehensive predictor exam and NCLEX by using Capstone and VATI. The submission and monitoring of your BRN application will begin in NURS493 to help facilitate the NCLEX process and to provide you with support.

Prerequisite: NURS 480 and NURS 481L. Corequisite: NURS 497. Offered: 45.

NURS 493R - Integration of Nursing Concepts (3)

This course is required for students who need to repeat the NURS 493 Integration course. This course integrates the knowledge base from each of the different core specialties in nursing by reviewing material in a case study format. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. To pass this course, students must demonstrate a knowledge base in each subject area necessary to successfully pass the NCLEX-RN exam.

Prerequisite: NURS 493 - First Attempt. Corequisite: NURS 491L. Offered: 45.

NURS 493T - Integration of Nursing Concepts (3)

This course integrates the knowledge base from each of the different core specialties in nursing by reviewing material in a case study format. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. To pass this course, students must demonstrate a knowledge base in each subject area necessary to successfully pass the NCLEX-RN exam.

This course will help prepare you for the comprehensive predictor exam and NCLEX by using Capstone and VATI. The submission and monitoring of your BRN application will begin in NURS493 to help facilitate the NCLEX process and to provide you with support.

Prerequisite: NURS 480; NURS 481L. Corequisite: 498L.

NURS 495H - Global Perspectives in Nursing & Healthcare Delivery (2)

This course examines core concepts of international service, poverty and disparity in a health continuum; including diversity, foreign aid, alternative healthcare delivery systems and strategies for providing nursing care through a world view. Determinants of health in an alternative healthcare system will be experienced. Students will develop an expanded knowledge base of the core concepts in order to become engaged leaders in the healthcare profession while practicing within a global context. This is a Pass/No Pass course.

Prerequisite: Students are required to apply to enter the course. Please contact the program director or dean for additional information. . Corequisite: None. Offered: 30.

NURS 495L-A - Community Practice Experience (1.5)

The emphasis in this course is to provide a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced.

Offered: 67.5.

NURS 495L-B - Community Practice Experience (1.5)

The emphasis in this course is to provide a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced.

Offered: 1.5 Semester Credits.

NURS 495T - Transition into Practice (2)

This course will provide senior nursing students with additional education, mentoring/coaching, and clinical experiences to enhance professional confidence and competence while continuing to develop a practice grounded in safety and quality. Students will integrate theory and clinical practice through the review of concepts and completion of learning activities, simulation education and direct care. The student will develop intellectual and practical problem solving skills through information assessment, and critical thinking.

Prerequisite: NURS 480/481L and Approval of Campus Dean of Nursing. Offered: 90.

NURS 496L-A - Community Practice Experience - Non-PHN (1.5)

First of a two course sequence that provides a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of

aggregate populations is influenced. This course does not meet the requirement for Public Health Certification in California.

Prerequisite: NURS 561. Corequisite: NURS 340-A. Offered: 67.5.

NURS 496L-B - Community Practice Experience - Non-PHN (1.5)

Second of a two course sequence that provides a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced. This course does not meet the requirement for Public Health Certification in California.

Prerequisite: NURS 340-A. Corequisite: NURS 340-B. Offered: 67.5.

NURS 497 - Nursing Capstone (1)

This capstone course will focus on student achievement of the program learning outcomes and the Essentials of Baccalaureate Education for Professional Nursing Practice. A portfolio will be used to highlight the professional endeavors of the student's past and present academic and work achievements that show evidence of meeting the Essentials competencies. The portfolio will also include a summary of the issues that relate to current nursing practice, as well as the projection of the student's long-term and short-term professional goals.

Prerequisite: NURS 480 and NURS 481L. Corequisite: NURS 498L and NURS 493 or consent from campus Director/Dean of Nursing. Offered: 30.

NURS 498L - Integration of Nursing Practices (3)

This is the culminating nursing practicum course, designed to prepare the student for the real work environment of an RN. During this practicum the student provides therapeutic care using evidenced based practice, the nursing process, therapeutic communication, teaching/learning principles within the role of a RN. The student will work with a pre-approved preceptor RN in a pre-approved clinical setting following the same clinical schedule as the preceptor RN. The student will work side by side with the preceptor in the clinical setting with the same caseload and responsibilities of the preceptor RN.

Prerequisite: NURS 480 and NURS 481L. Corequisite: NURS 493. Offered: 90.

NURS 499 - Independent Study in Nursing (0)

This independent study provides an opportunity for a student to integrate theory and clinical practice through the review of concepts and the use of simulation education. The student will develop intellectual and practical problem solving skills through information assessment, critical thinking, and demonstration of skills competencies.

Prerequisite: Enrollment in the core nursing curriculum; Consent of Campus Dean; approval of selected faculty and advisor. Offered: 45.

NURS 499A - Independent Study in Nursing (0)

This independent study provides an opportunity for a student to integrate theory and clinical practice through the review of concepts and the use of simulation education. The student will develop intellectual and practical problem solving skills through information assessment, critical thinking, and demonstration of skills competencies.

Prerequisite: Enrollment in the core nursing curriculum; Consent of Campus Dean; approval of selected faculty and advisor. Offered: 45.

NURS 500 - Theoretical Foundations of Nursing Practice (3)

This course focuses on critical analyses of theory and its use for advanced nursing practice. The relationship of nursing practice and relevant theories is considered within sociologic, behavioral, and

biomedical context. Students are prepared to critically evaluate, compare, and apply theory as a basis for practice.

Prerequisite: None. Offered: 45.

NURS 510 - Policy, Organization, and Financing in Healthcare (3)

This course focuses on health policy development and evaluation in politics to enhance political knowledge and skills in preparing for leadership roles in policy-making, advocacy, and public health. Students will analyze complex dynamics of healthcare finance, organizational process, structure, culture, and outcomes in state and national public sectors for policy-making impacting nursing.

Prerequisite: None. Offered: 45.

NURS 521 - Ethics in Healthcare (3)

This course explores the work of nurse scholars in ethics and its application to nursing practice. Students will strengthen their understanding of professional nursing in relation to ethical obligation, leadership, and role development.

Prerequisite: None. Offered: 45.

NURS 530 - Advanced Physiology and Pathophysiology - APRN (3)

This course provides the foundation for clinical decision-making processes and diagnostic reasoning in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals.

Prerequisite: None. Offered: 45.

NURS 530A - Advanced Physiology and Pathophysiology (1.5)

This course provides the foundation for clinical decision making processes and diagnostic reasoning in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals. By applying advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems, students should be able to understand the relation between the symptoms and the disease, which might be helpful in differential diagnosis. The aim of this course is to teach students the pathogenesis of various symptoms and diseases within physiological systems of cellular and sub-cellular origin, biochemical, and anatomical changes across the life span. Thus students gain knowledge needed to assess acute and chronic health problems, to understand the mechanisms of disease essential to the role of the professional nurse in determining the appropriate nursing management of the patient.

Prerequisite: None. Offered: 22.5.

NURS 530B - Advanced Physiology and Pathophysiology (1.5)

This course provides the foundation for clinical decision making processes and diagnostic reasoning in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals. By applying advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems, students should be able to understand the relation between the symptoms and the disease, which might be helpful in differential diagnosis. The aim of this course is to teach students the pathogenesis of various symptoms and diseases within physiological systems of cellular and sub-cellular origin, biochemical, and anatomical changes across the life span. Thus students gain knowledge needed to assess acute and chronic health problems, to understand the mechanisms of disease essential to the role of the professional nurse in determining the appropriate nursing management of the patient.

Prerequisite: None. Offered: 22.5.

NURS 535 - Principles of Teaching and Learning (3)

This course focuses on the role of educator in both academic and clinical settings for advanced nursing practice. Various learning theories and scholarship will be explored with emphasis on discovery, integration, and application. Students will learn the four components of the educator role: teaching, curriculum, information technology, and evaluation of students and programs.

Offered: 45.

NURS 540 - Research Utilization (3)

This course promotes an evidence-based approach and application to advanced nursing practice. Students will explore methods and tools for generating and assessing data for nursing practice, emphasizing the link between research and evidence-based practice, and providing guidance on evaluating and critiquing research evidence.

Prerequisite: NURS 500 and MATH 211 or equivalent. Offered: 45.

NURS 550 - Advanced Practice Role Development (3)

This course focuses on the multiple professional roles of the Advanced Practice Nurse who functions autonomously, in collaboration with health care provider, and as a facilitator of the interdisciplinary health care term. The advanced practice nurse serves as educator, consultant, researcher and manager. Expansion of the nurses' role permits the student to undertake and explore the influence and responsibility as health promoter, teacher-learner, leader-manager, research consumer, advocate, colleague, and collaborator. The student will gain knowledge of the historical, theoretical, ethical, and legal foundations of professional nursing, and explore the changing health care system especially related to health care economics, nursing in a culture of violence, and nursing in a culturally and spiritually diverse world. Health care system demands are continuously transforming the nurse's emerging role and function of promoting change within the health care delivery system.

Prerequisite: None. Offered: 45.

NURS 561 - Health Promotion and Disease Prevention (3)

This course focuses on the comprehensive analysis of major concepts of health promotion and disease prevention. All population groups are addressed with separate emphases for individuals, families, and communities, conveying multicultural perspectives important to care planning.

Prerequisite: None. Offered: 45.

NURS 570 - Advanced Pharmacology (3)

Featuring a unique clinical reasoning format, this course provides both the content knowledge and the clinical reasoning the student will need to become proficient in pharmacology. This in-depth course builds on students' knowledge of normal developmental physiology and provides important information on principles of pharmacokinetics and pharmacodynamics, and the pharmacotherapeutic management of a variety of common minor and acute illnesses. The most current National Institute of Health (NIH) mortality and morbidity statistics for adolescents and adults are used as a basis for medical management.

Prerequisite: NURS 530 or consent of the program Dean/Chair. Offered: 45.

NURS 580 - Advanced Health/Physical Assessment (3)

This course is designed to prepare the student to complete an accurate patient history, physical examination and utilize the diagnostic reasoning process to develop diagnoses as a foundation for advanced practice in primary and/or acute care settings. The course focus on physical examination and history taking contains foundational content to guide students' approaches to history taking, interviewing, and other core assessment concepts, as well as fully illustrated, step-by-step techniques that outline correct performance in conducting physical examinations. Physical assessment is

accomplished with the progression of critical thinking from data analysis through the routine head to toe examination to the progression of a targeted system work up leading to differential diagnosis.

Prerequisite: NURS 530 or consent of the program Dean. Offered: 60.

NURS 590A - Advanced Clinical Concepts (1.5)

This course is a seminar that employs the concept of synchronization of learning to prepare the student for the Advanced Clinical Practice Practicum. Utilizing diverse learning activities the theory topics include informatics and microsystem management for improvement of clinical outcomes and how to utilize them in their clinical area of interest. This is designed to help the student bring together knowledge from the master's level courses and applying that to a broader view of delivering nursing care at an advanced and broader scope of practice to the chosen vulnerable population. Special topics and assignments focus on issues and learning needs that will likely present themselves in the clinical area in order to prepare the student for the situations that will be encountered in the advanced practicum.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 593L. Offered: 22.5.

NURS 590B - Advanced Clinical Concepts (1.5)

This course is a seminar that employs the concept of synchronization of learning to prepare the student for the Advanced Clinical Practice Practicum. Utilizing diverse learning activities the theory topics include informatics and microsystem management for improvement of clinical outcomes and how to utilize them in their clinical area of interest. This is designed to help the student bring together knowledge from the master's level courses and applying that to a broader view of delivering nursing care at an advanced and broader scope of practice to the chosen vulnerable population. Special topics and assignments focus on issues and learning needs that will likely present themselves in the clinical area in order to prepare the student for the situations that will be encountered in the advanced practicum.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 593L. Offered: 22.5.

NURS 591L-A - Advanced Clinical Practice Practicum (1.5)

In this clinical practicum, the student provides in depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only Master's level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical.

Offered: 67.5.

NURS 591L-B - Advanced Clinical Practice Practicum (1.5)

In this clinical practicum, the student provides in depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only Master's level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical.

Offered: 67.5.

NURS 592 - Advanced Clinical Practice: Theory (1)

This course is a seminar that employs the concept of synchronization of learning to prepare the student for the Advanced Clinical Practice Practicum. Utilizing diverse learning activities the theory topics include informatics and microsystem management for improvement of clinical outcomes and how to utilize them in their clinical area of interest. This is designed to help the student bring together knowledge from the master's level courses and applying that to a broader view of delivering nursing care at an advanced and broader scope of practice to the chosen vulnerable population. Special topics and assignments focus on issues and learning needs that will likely present themselves in the clinical area in order to prepare the student for the situations that will be encountered in the advanced practicum.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 593L is taken along with NURS 592. Offered: 45.

NURS 593L - Advanced Clinical Practice: Practicum (2)

In this clinical practicum, the student provides in depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only Masters level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 592. May be taken before or with NURS 592. Offered: 30.

NURS 594 - Advanced Practice Theory: Nursing Leadership (3)

In this course, students will refine their leadership skills and examine a broad range of nursing leadership issues and trends. Students will call upon their previous courses and knowledge about leadership theories, models, and behaviors as they enhance their leadership competencies and pave the way to advance their own leadership position. Students will also focus on ways to advocate for the benefit of the nursing profession and to lead change and innovative efforts for the promotion of healthcare in society.

Offered: 45.

NURS 595L-A - Advanced Practice: Nurse Leader Practicum I (1.5)

This is the first part of a two-part course which provides field-based activities in a health care setting under the supervision of a nurse leader. The goal is to prepare students for leadership opportunities where they will observe experts in their field and apply their previous course learnings and skills obtained to address complex microsystem issues within selected healthcare organizations, promote quality patient outcomes, and utilize advanced communication skills in collaboration with other healthcare disciplines.

Offered: 70.

NURS 595L-B - Advanced Practice: Nurse Leader Practicum II (1.5)

In this second part of the course, students will continue to work on their field-based activities in nursing leadership. Upon completion of this practicum course, the student will be able to demonstrate evidence of their knowledge and understanding of the role of the nurse leader.

Offered: 65.

NURS 601A - APRN Bridge course (1.5)

This course is a bridge course for the RN who is seeking a degree in Master of Science in Nursing specific to the Advanced Practice Registered Nurse (APRN) track. The course is designed to provide an in-depth introduction and better understanding of family theory as it relates to genetics, counseling, and health promotion across the lifespan. The course also introduces the graduate nurse to information systems and technologies that support practice and improve patient care and outcomes. Students will develop an understanding of relationships between patient care, information and data issues involved in clinical practice within complex healthcare systems. Students will analyze and critique case studies relevant to the needs of families as well as review outpatient documentation, and billing relevant to the practice of the nurse practitioner.

Offered: 22.5.

NURS 601B - APRN Bridge course (1.5)

This course is a bridge course for the RN who is seeking a degree in Master of Science in Nursing specific to the Advanced Practice Registered Nurse track. The course is designed to provide an in-depth introduction and better understanding of family theory as it relates to genetics, counseling, and health promotion across the lifespan. The course also introduces the graduate nurse to information systems and technologies that support practice and improve patient care and outcomes. Students will develop an understanding of relationships between patient care, information and data issues involved in clinical practice within complex healthcare systems. Students will analyze and critique case studies relevant to the needs of families as well as review outpatient documentation, and billing relevant to the practice of the nurse practitioner.

Offered: 22.5.

NURS 610 - Curriculum Design (3)

This course is designed to provide an opportunity to explore how people learn and the various theories about learning which are fundamental to being able to develop effective educational plans. A variety of both traditional and non-traditional teaching and evaluation methodologies will be explored as well as appraising the four major components of the educator role: teaching, curriculum, information technology, and evaluation of students and programs. Covered in the class are the steps involved in test construction, with guidelines on how to develop test length, test difficulty, item formats, and scoring procedures. Also included are guidelines for assembling and administering a test and strategies for writing multiple-choice and multiple-response items. The educator role now synthesizes a broader range of scholarship which emphasizes discovery, integration, application, and the scholarship of teaching.

Offered: 45.

NURS 620 - Educational Administration (2)

This course addresses the administrative responsibilities associated with a nursing education program. Educational Administrators are responsible for coordinating administrative activities, approving faculty hiring, evaluating faculty performance, directing budget plans, creating academic policies and programs. Educational Administrators in Nursing assess programs and develop partnerships with internal and external organizations regarding compliance with state regulatory and accrediting agencies in terms of program data, licensure, curriculum compliance, accreditation approvals. They determine course scheduling and recommend implementation of additional courses to meet the needs of the students and the institution.

Offered: 30.

NURS 631 - Simulation & Clinical Nursing Education (3)

This course is designed to meet the unique requirements of faculty working in health professions education using simulation as an educational modality. The course enables participants to develop their teaching, curriculum design, and program evaluation skills and addresses the psychosocial,

technical and organizational elements unique to simulation education. This course will equip graduates with the simulation-specific skills and experiences required to design, deliver and evaluate simulation based educational activities.

Offered: 45.

NURS 640 - Curriculum Design and Simulation (3.0)

This course is designed to prepare participants to meet the unique requirements necessary to teach didactic, supervised clinical instruction, and simulation-based education to nursing professionals. Participants will utilize a variety of traditional and innovative learning theories, teaching, and evaluation methodologies to develop instructional strategies and create curriculum plans for use with a variety of students. Through interactive activities, participants will develop skills related to teaching, curriculum design, the use of simulation in the clinical training environment, and program evaluation, while exploring the psychosocial, technical, and organizational elements unique to nursing education.

Offered: 3.0 Semester Credits.

NURS 641L - Education-Teaching Practicum (3)

Teaching Practicum students are placed in schools of nursing, staff development or client education settings that are not a regular part of their current job. Practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of a MSN. Students initiate contact with a mentor in an educational setting who will work with the student to help meet their course objectives. Students develop personal learning objectives for the teaching practicum. Students are required to prepare for and teach in at least one theory and clinical class and participate in clinical and simulation as well as administration in at least one educational setting.

Prerequisite: Completion of NURS 535 - NURS 631. Offered: 135.

NURS 641LA - Education Teaching Practicum (1.5)

This course, which covers two terms, is designed as a teaching practicum where students are placed in schools of nursing, staff development or client education settings that are not a part of their current job. The course provides an opportunity for the application of teaching and learning theory to nursing education, where students use evidence-based practice to implement quality, culturally competent teaching to address the learning needs and goals of the individuals and groups in academic or service settings. This practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of a MSN degree.

Offered: 70.

NURS 641LB - Education Teaching Practicum (1.5)

This course, which covers two terms, is designed as a teaching practicum where students are placed in schools of nursing, staff development or client education settings that are not a part of their current job. The course provides an opportunity for the application of teaching and learning theory to nursing education, where students use evidence-based practice to implement quality, culturally competent teaching to address the learning needs and goals of the individuals and groups in academic or service settings. This practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of a MSN degree.

Offered: 65.

NURS 642 - Assessment and Evaluation in Nursing Education (3)

This course provides students both formative and summative assessment strategies that can be implemented to evaluate learners, programs, and performance in a variety of settings, such as

classroom, laboratories and clinical areas. Evidence-based approaches to determine the effectiveness of instruction will be presented, along with methods for interpreting and analyzing date for measurement of student learning outcomes. This course will also add to the nurse educator's competencies in the use of various strategies to recommend changes based on the results of the assessments made to achieve the highest standards of excellence.

Prerequisite: Admissions into the Nurse Educator Track. Offered: 45.

NURS 650 - Healthcare Outcomes (3)

This course focuses on a review and critical analysis of the evidence concerning nursing-sensitive outcomes and approaches to their measurement. It presents a review of the conceptual and empirical literature on selected outcomes as they provide evidence for accountability in the healthcare system. Outcomes are identified that demonstrate the impact of nursing on patient care.

Offered: 45.

NURS 651 - Leadership Development (3)

This course addresses the complex role of the leader in terms of behavioral, relational, interactional and structural activities associated with the healthcare profession. As the healthcare environment continually changes, so must nursing leaders, so they can develop new ideas of how to meet the challenges facing them. Nursing leaders need to develop and refine how to reconceptualize work and priorities, and learn how to incorporate the ideas associated with the changing landscape of global reality, health reform and technological advances. This course will focus on leadership development issues most representative of today's healthcare environment realities, incorporating theories and practices from other disciplines, change strategies, conflict resolution, and intellectual as well as emotional competencies.

Offered: 45.

NURS 652 - Organization Behavior (3)

This course is designed to provide key concepts essential to meeting the challenges of the changes the healthcare industry has experienced over the past few years, and appreciate the complexity associated with the pressures to redesign the U.S. healthcare system, pay-for-performance measures, and demands for increasing the quality and accessibility of healthcare services. Students will be exposed to the theories and practices or organizational behavior and theory, workflow designs and change theory as they relate to healthcare, which is the nation's largest industry. Since healthcare is so complex with numerous interrelated and interdependent segments, healthcare leaders and managers need to learn how to balance competing interests, provide quality care while dealing with labor shortages, and integrate the information from a number of perspectives. This understanding of behaviors of both individuals and group dynamics is critical so healthcare leaders can diagnose and understand the real causes of organizational problems and be better able to guide organization toward greater success.

Offered: 45.

NURS 655 - Database Systems, Design and Informatics (3)

The usage and design of database management systems and models will be explored and their significance in decision-making emphasized. Learning will be facilitated through designing a database in MS Access or equivalent. Database concepts such as table designs, data queries, writing simple macros, data mining, big data, meaningful use, visualization and analysis will be presented.

Offered: 45.

NURS 656 - Project Management in Healthcare Informatics (3)

This course introduces theoretical and practice components of project management in healthcare informatics for the graduate nurse. Students will be exposed to specific concepts related to electronic health records, health data, standards, sourcing, and information technology investments within the

framework of the system life cycle. Students will evaluate informatics as it applies to patient safety, legal and ethical issues, complex decision-making, consumer use, and outcomes measurement. Through project management activities, students will explain the key information requirements for effective health information management and decision support, plan and develop the governance and oversight requirements of healthcare informatic projects, understand the specification in the selection process of healthcare projects, and apply these competencies to real-world healthcare problems.

Offered: 45.

NURS 658 - Interoperability and Standards (3)

Challenges in health information exchange, interoperability and data standards will be introduced. Different terminologies and classification systems such as Logical Observation Identifiers Names and Codes (LOINC), Systematized Nomenclature of Medicine-Clinical Terms (SNOMED-CT), as well as data exchange models and standards such as Fast Healthcare Interoperability Resources (FHIR) and eXtensible Markup Language (XML) documents will be presented.

Offered: 45.

NURS 659 - Implementation, Management, and Evaluation of Healthcare Systems (3)

In this course, students will explore the lifecycle of Electronic Health Record (EHR) – implementation, upgrades, changes, analysis, workflow modeling and training. Students will also learn legal and ethical issues surrounding healthcare informatics, as well as other key topics such as healthcare policy-driven practices.

Offered: 45.

NURS 660 - Advanced Practice Nursing Role (1)

This course focuses on the multiple professional roles of the Advanced Practice Nurse who functions autonomously and in collaboration with health care providers as a practitioner, educator, consultant, researcher and manager. Expansion of the nurses' role permits the student to explore the influence and responsibility as health promoter, teacher-learner, leader-manager, research consumer, advocate, colleague, and collaborator. The student will gain knowledge of the historical, theoretical, ethical, and legal foundations of professional nursing, and investigate the changing health care system especially related to health care economics, nursing in a culture of violence, and nursing in a culturally and spiritually diverse world. Health care system demands are continuously transforming the nurse's emerging role and function of promoting change within the health care delivery system.

Offered: 15.

NURS 662 - Primary Care Pediatric Patient: Theory, Pharmacology and Practice (2)

This course focuses on management of health care of children (from birth through adolescence) and their families. The effects of culture on development, parenting, and health care practices are emphasized. The course provides instruction in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. Case studies and seminar weekends will be utilized to enhance and support student learning. This course will also build upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 30.

NURS 662A - Primary Care Pediatric Patient: Theory (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory instruction in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. Case studies and seminar weekends will be utilized to enhance and support student learning. This course will also build upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 15.

NURS 662B - Primary Care Pediatric Patient: Theory (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory instruction in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. Case studies and seminar weekends will be utilized to enhance and support student learning. This course will also build upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 15.

NURS 662L - Primary Care Pediatric Patient: Practicum (2)

This course focuses on management of health care of children (from birth through adolescence) and their families. The clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner.

Offered: 130.

NURS 662L-A - Primary Care Pediatric Patient: Practicum (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner.

Offered: 65.

NURS 662L-B - Primary Care Pediatric Patient: Practicum (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner.

Offered: 65.

NURS 663 - Primary Care Adult and Geriatric Patient: Theory, Pharmacology & Practice (3)

This theory course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. Discussion will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care issues will be addressed. Case studies and seminar weekends will be utilized to enhance and support student learning. The pharmacological component this course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 45.

NURS 663A - Primary Care Adult and Geriatric Patient: Theory (1.5)

This theory course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. Discussion will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care issues will be addressed. Case studies and seminar weekends will be utilized to enhance and support student learning. The pharmacological component this course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 22.5.

NURS 663B - Primary Care Adult and Geriatric Patient: Theory (1.5)

This theory course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. Discussion will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care issues will be addressed. Case studies and seminar weekends will be utilized to enhance and support student learning. The pharmacological component this course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice.

Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 22.5.

NURS 663L - Primary Care Adult and Geriatric Patient: Practicum (3)

This clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care. Students are required to participate in a 2 day seminar for common procedures in preparation for course requirements.

Offered: 195.

NURS 663L-A - Primary Care Adult and Geriatric Patient: Practicum (1.5)

This clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care. Students are required to participate in a 2 day seminar for common procedures in preparation for course requirements.

Offered: 100.

NURS 663L-B - Primary Care Adult and Geriatric Patient: Practicum (1.5)

This clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care. Students are required to participate in a 2 day seminar for common procedures in preparation for course requirements.

Offered: 95.

NURS 664 - Primary Care Women's Health: Theory, Pharmacology and Practice (2)

This theory course focuses on Women’s Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. This course will also prepares students in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Case studies and seminar weekends will be utilized to enhance and support student learning. This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for client systems across the lifespan. Mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration will be emphasized in acute and chronic conditions.

Offered: 30.

NURS 664A - Primary Care Women's Health Theory (1)

This theory course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. This course will also prepares students in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Case studies and seminar weekends will be utilized to enhance and support student learning. This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for client systems across the lifespan. Mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration will be emphasized in acute and chronic conditions.

Offered: 15.

NURS 664B - Primary Care Women's Health Theory (1)

This theory course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. This course will also prepares students in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Case studies and seminar weekends will be utilized to enhance and support student learning. This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for client systems across the lifespan. Mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration will be emphasized in acute and chronic conditions.

Offered: 15.

NURS 664L - Primary Care Women's Health: Practicum (2)

This clinical course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's health care management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students are required to participate in a 1 day seminar of pelvic and breast exam instructions.

Offered: 130.

NURS 664L-A - Primary Care Women's Health: Practicum (1)

This clinical course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's health care management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students are required to participate in a 1 day seminar of pelvic and breast exam instructions.

Offered: 65.

NURS 664L-B - Primary Care Women's Health Practicum (1)

This clinical course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's health care management for women across the lifespan and

assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students are required to participate in a 1 day seminar of pelvic and breast exam instructions.

Offered: 65.

NURS 665 - Care Management and Coordination - Theory (2)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement, and advocacy. Students will also be exposed to clinic management, billing and coding practices related to care management. The professional, social, political, legal, ethical, economic, and financial factors that affect health care practice are analyzed.

Offered: 30.

NURS 665A - Care Management and Coordination - Theory (1)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement, and advocacy. Students will also be exposed to clinic management, billing and coding practices related to care management. The professional, social, political, legal, ethical, economic, and financial factors that affect health care practice are analyzed.

Offered: 15.

NURS 665B - Care Management and Coordination - Theory (1)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement, and advocacy. Students will also be exposed to clinic management, billing and coding practices related to care management. The professional, social, political, legal, ethical, economic, and financial factors that affect health care practice are analyzed.

Offered: 15.

NURS 668L - Advanced Health Care Residency (3)

This course provides the final comprehensive clinical management experience, allowing FNP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical and financial content related to prescribing is addressed in this course as required by the California Board of Nursing.

Offered: 195.

NURS 668L-A - Advanced Health Care Residency (1.5)

This course provides the final comprehensive clinical management experience, allowing FNP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical and financial content related to prescribing is addressed in this course as required by the California Board of Nursing.

Offered: 100.

NURS 668L-B - Advanced Health Care Residency (1.5)

This course provides the final comprehensive clinical management experience, allowing FNP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical and financial content related to prescribing is addressed in this course as required by the California Board of Nursing.

Offered: 95.

NURS 670 - Innovation in Nursing and Healthcare Systems (3)

This course addresses the improvement of the delivery of healthcare services through leadership and innovation implementation in the workplace. The overarching framework is leadership development within the context of applied change. Students will be exposed to a strong foundation in administration, technology/nursing informatics, leadership development, advanced nursing perspectives, innovative change processes, and issues of health disparities. Students will be challenged to think more deeply about the foundation of the innovation process and some of its applications to the nursing profession. The key to the future of nursing is becoming familiar with emerging insights and embracing successful innovation processes.

Offered: 45.

NURS 672 - Data Management in Healthcare (3)

This course focuses on the management of data, focusing on the ever expanding amount of data, the applications and databases that use data, as well as the regulations governing how that data is shared. The healthcare industry faces a unique set of challenges in modernizing its infrastructure as operating solutions are needed that integrate data from a range of patient, clinical, and back office systems to healthcare providers, patients, payers, technology and pharmaceutical companies. Federal regulations mandate that data and systems are interoperable and can be used for electronic health records (EHR) and health information exchanges (HIE) while meeting the requirements of ICD-10 and HIPAA 5010. Students will learn about the importance of a systematic approach to identify the types of metrics that are needed to evaluate a project or program, developing metrics that support projects

and programs and types of data management plans. Includes an overview of privacy issues, legislation, regulations, and accreditation standards unique to health care.

Offered: 45.

NURS 673 - Legal and Social Issues in Health Informatics (3)

In this course, students will explore the lifecycle of Electronic Health Record (EHR) – implementation, upgrades, changes, analysis, workflow modeling and training. Students will also learn legal and ethical issues surrounding healthcare informatics, as well as other key topics such as healthcare policy-driven practices.

Offered: 45.

NURS 674 - Creation and Application of Health Knowledge (3)

This course reviews the creation, use, reuse, and dissemination of health knowledge which not only supports decision making, but also leads to new discoveries. Students will learn about the emerging capabilities that allow for numerous data inputs to be analyzed and shared, and they will explore the relationship between clinical data and clinical knowledge and how organizations develop and deploy them to support improvements in patient care and research. The course includes topics such as available medical data and how it should be accessed, analyzed, and organized to support evidence-based medicine and research. Students will analyze current and prospective approaches to clinical decision support and expert system development and how to deploy them via new or existing knowledge-management infrastructures.

Offered: 45.

NURS 675L-A - Health Informatics Practicum I (1.5)

This is the first part of a two-part course which provides field-based activities in an informatics setting under the supervision of an informatics specialist. The goal is to prepare students for real-world experiences they may encounter in the informatics field. Students will observe and apply their previous course learnings and skills obtained in such activities as identifying, evaluating, and selecting health-care technology systems to improve the quality and efficiency of health care which generate the maximum return on investment for healthcare organizations.

Offered: 100.

NURS 675L-B - Health Informatics Practicum II (1.5)

In this second part of the course, students will continue to work on their field-based activities in informatics focusing on the evaluation of health-care technology systems to improve the quality and efficiency of the health care systems. They will complete their field-work which demonstrates evidence of the student's understanding of informatics technology and the role of the nurse informaticist.

Offered: 100.

NURS 675L - Health Systems Lab (3)

This course provides for an in-depth small-group project in the process of identifying, evaluating, and selecting health-care technology systems to improve the quality and efficiency of health care and generate the maximum return on investment for healthcare organizations. The course hours are equivalent to 135 hours.

Offered: 90.

NURS 676 - Advanced Pharmacology - APRN (3)

This course focuses on clinical reasoning, judgment, and appraisal skills needed to become proficient in pharmacology specific to the role of the advanced practice registered nurse. The student will have

in-depth understanding of ethical practices, drug legislation, and regulation for prescribing drugs as required by the Board of Nursing.

NURS 676A - Advanced Pharmacology - APRN specific (1.5)

Featuring a unique clinical reasoning format, the student will develop both the content knowledge and the clinical reasoning needed to become proficient in pharmacology specific to the role of the advanced practice nurse. The student will analyze and evaluate pharmacological mechanisms and concepts including pharmacogenomics, pharmacokinetics, and pharmacodynamics of commonly used drugs, drug interactions, side effects, and contraindications as the basis for clinical judgment and management of patients wtih chronic diseases and self-limiting acute conditions in the primary care setting. Emphasis will be given on assuring safe, efficacious, and ethical aspects of prescribing and furnishing drugs. The student will have in-depth understanding of drug legislation and regulation for prescribing drugs and apply critical appraisal skills in determining best evidence for prescriptive intervention.

Offered: 22.5.

NURS 676B - Advanced Pharmacology - APRN specific (1.5)

Featuring a unique clinical reasoning format, the student will develop both the content knowledge and the clinical reasoning needed to become proficient in pharmacology specific to the role of the advanced practice nurse. The student will analyze and evaluate pharmacological mechanisms and concepts including pharmacogenomics, pharmacokinetics, and pharmacodynamics of commonly used drugs, drug interactions, side effects, and contraindications as the basis for clinical judgment and management of patients wtih chronic diseases and self-limiting acute conditions in the primary care setting. Emphasis will be given on assuring safe, efficacious, and ethical aspects of prescribing and furnishing drugs. The student will have in-depth understanding of drug legislation and regulation for prescribing drugs and apply critical appraisal skills in determining best evidence for prescriptive intervention.

Offered: 22.5.

NURS 677 - Intro to Healthcare Informatics (3)

This course provides an overview of the field of health informatics by giving students the fundamental knowledge of the concepts of health informatics and how technology can be used in the delivery of health care. The student will gain an understanding of the challenges for a Healthcare Informatics professional to analyze and deliver usable and accurate systems and solutions.

Offered: 45.

NURS 679 - Primary Care Adult and Geriatric Patient: Theory (3)

This theory course focuses on the role of the primary care provider in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups, including health promotion and maintenance, disease prevention, curative, and restorative care.

NURS 679L-A - Primary Care Adult and Geriatric Patient: Practicum I (2)

This is the first of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with common primary health problems. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care.

NURS 679L-B - Primary Care Adult and Geriatric Patient: Practicum II (2)

This is the second of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with common primary health problems. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care.

NURS 680A - Advanced Health/Physical Assessment - APRN specific (1.5)

The 680 A and B course is designed to prepare the graduate nursing student to expands upon the principles and techniques of physical assessment and provides a foundation for the student to evaluate the health of individuals and families across the lifespan. The complete course has two sections 680A (8 weeks) and 680B (8 weeks). Theory and research-based methodologies and skills will be incorporated to assist the student in the comprehensive assessment of individuals, including advanced communication skills, such as clinical interviewing and focused history taking, review of systems, psychosocial and physical assessment, critical diagnostic reasoning, clinical decision making, and documentation of findings.

Offered: 22.5.

NURS 680B - Advanced Health/Physical Assessment - APRN specific (1.5)

The 680 A and B course is designed to prepare the graduate nursing student to expands upon the principles and techniques of physical assessment and provides a foundation for the student to evaluate the health of individuals and families across the lifespan. The complete course has two sections 680A (8 weeks) and 680B (8 weeks). Theory and research-based methodologies and skills will be incorporated to assist the student in the comprehensive assessment of individuals, including advanced communication skills, such as clinical interviewing and focused history taking, review of systems, psychosocial and physical assessment, critical diagnostic reasoning, clinical decision making, and documentation of findings.

Offered: 22.5.

NURS 681 - Advanced Health/Physical Assessment and Lab - APRN (4)

This course focuses on the principles and techniques of physical assessment and provides a foundation for the student to evaluate the health of individuals and families across the lifespan.

NURS 682 - Care Coordination and Role of the Advanced Practice Nurse (3)

This course focuses on the professional roles of the advanced practice registered nurse, principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration.

NURS 682L-A - Advanced Healthcare Residency I (2)

This is the first of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study.

NURS 682L-B* - Advanced Healthcare Residency II (2)

This is the second of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study.

NURS 682L-BR - Primary Care Adult and Geriatric Patient: Practicum II (2)

This course is required for students who need to repeat the NURS 682L-B course. This is the second of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study.

Prerequisite: NURS 682L-B – First Attempt.

NURS 683 - Neurobiology and Psychopharmacology (3)

This course focuses on scientific foundations of neurobiology and psychopharmacology and its application to management of clients with psychiatric disorders and mental health problems across

the lifespan. Provides in-depth analysis of concepts related to neuroscience, pharmacokinetics, and pharmacodynamics of psychotropic drugs in the treatment and management of mental health disorders.

NURS 684 - Primary Care Women's Health: Theory (2)

This theory course focuses on women's health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan, including the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy.

NURS 684L - Primary Care Women's Health: Practicum (2)

This clinical course focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of women with episodic illnesses across the lifespan, including the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy.

NURS 685 - Primary Pediatric Care: Theory (2)

This theory course focuses on management of children (from birth through adolescence) with normal and common pathological conditions. The effects of culture on development, parenting, and family-centered health care practices are emphasized.

NURS 685L - Primary Pediatric Care: Practicum (2)

This clinical course focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of children (from birth through adolescence) with normal and common pathological conditions. The effects of culture on development, parenting, and family-centered health care practices are emphasized.

NURS 686 - Psychiatric - Mental Health Care Across the Lifespan: Theory I (3)

This is the first of a two-part theory course that focuses on the role of the psychiatric-mental health nurse practitioner in caring for clients with psychiatric mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/testing and effective management plan.

NURS 686L - Psychiatric - Mental Health Care Across the Lifespan: Practicum I (3)

This is the first of a two-part clinical course that focuses on application of theoretical knowledge in caring for clients with psychiatric mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/ testing and effective management plan.

NURS 687 - Psychiatric - Mental Health Care Across the Lifespan: Theory II (3)

This is the second of a two-part theory course that focuses on the role of the psychiatric-mental health nurse practitioner in caring for clients with psychiatric-mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/testing and effective management plan.

NURS 687L - Psychiatric - Mental Health Care Across the Lifespan: Practicum II (3)

This is the second of a two-part clinical course that focuses on application of theoretical knowledge in caring for clients with psychiatric-mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/testing and effective management plan.

NURS 690A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course, and in this first term of the course, students will begin work on their final project which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their coursework in the analysis and resolution of a significant nursing problem, and to illustrate how students have applied the theories and principles of their previous courses to the assessment of a healthcare related problem and the development of a proposed evidence-based approach to address that problem. Examples might include: (1) integration of research findings into practice with evaluation of client system outcomes; (2) evaluation of current nursing practice through examination of relevant client system clinical outcomes; or (3) description of new knowledge with potential for enhancing nursing practice.

Offered: 22.5.

NURS 690B - Culminating Experience II (1.5)

In this second term, students will complete their evidence-based graduate project, The student will submit the final written project which provides evidence of competency in critical thinking and writing, ability to integrate field-based and academic learning, a comprehensive review of the literature, and capacity to reflect meaningfully on the student's professional development. A presentation will also be required.

Offered: 22.5.

NURS 691A - Culminating Experience I (1.5)

This is the first of a two-part course of the final academic experience in the advanced practice registered nurse program and focuses on the clinical change project which will provide evidence of competency in critical thinking and writing, ability to integrate field-based and academic learning, and produce useful conclusions and recommendations for clinical practice improvement.

Offered: 1.5 Semester Credits.

NURS 691B - Culminating Experience II (1.5)

This is the second of a two-part course of the final academic experience in the advanced practice registered nurse program and focuses on the clinical change project which will provide evidence of competency in critical thinking and writing, ability to integrate field-based and academic learning, and produce useful conclusions and recommendations for clinical practice improvement.

Offered: 1.5 Semester Credits.

NURS 692A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course. In the first term of the course (Part A), students will begin work on their final culminating project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their nurse educator coursework in the analysis and resolution of a significant topic or issue in the area of nursing education. The final project, which will be due at the end of Part B, should illustrate how students have applied the theories and principles of their previous courses to the development of a proposed evidence-based approach to address that topic.

Offered: 22.5.

NURS 692B - Culminating Experience II (1.5)

In the second part of this two-part course, students will continue to work on and complete their evidence-based graduate project. Students will submit their final written project which provides evidence of competency in critical thinking and writing, demonstrates proficiency in the required

competencies and shows the student's ability to synthesize evidence-based research, as well as improve outcomes in the field of nursing leadership.

Offered: 22.5.

NURS 693A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course. In the first term of the course (Part A), students will begin work on their final culminating project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their informatics coursework in the analysis and resolution of a significant topic or issue. The final project, which will be due at the end of Part B, should illustrate how students have applied the theories and principles of their previous courses to the development of a proposed evidence-based approach to address that topic.

Offered: 22.5.

NURS 693B - Culminating Experience II (1.5)

In the second part of this two-part course, students will continue to work on and complete their evidence-based graduate project. Students will submit their final written project which provides evidence of competency in critical thinking and writing, demonstrates proficiency in the required competencies and shows the student's ability to synthesize evidence-based research, as well as improve outcomes in the field of nursing leadership.

Offered: 22.5.

NURS 694A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course. In the first term of the course (Part A), students will begin work on their final culminating project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their coursework in the analysis and resolution of a significant topic or issue in the area of nursing leadership. The final project, which will be due at the end of Part B, should illustrate how students have applied the theories and principles of their previous courses to the development of a proposed evidence-based approach to address that topic.

Offered: 22.5.

NURS 694B - Culminating Experience II (1.5)

In the second part of this two-part course, students will continue to work on and complete their evidence-based graduate project. Students will submit their final written project which provides evidence of competency in critical thinking and writing, demonstrates proficiency in the required competencies and shows the student's ability to synthesize evidence-based research, as well as improve outcomes in the field of nursing leadership.

Offered: 22.5.

NURS 696 - Acute Care Adult and Geriatric Patient: Theory I (3)

This is the first of a two-part theory course that focuses on the complex medical disorders commonly encountered in the inpatient and/or outpatient setting. Students will strengthen their advanced pathophysiology, physical assessment, pharmacology, and management of selected acute and chronic medical problems which span from the young adult to the elderly.

NURS 696L - Acute Care Adult and Geriatric Patient: Practicum I (3)

This is the first of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with acute or chronic illness in a variety of acute care settings.

NURS 697 - Acute Care Adult and Geriatric Patient: Theory II (3)

This is the second of a two-part theory course that focuses on the complex medical disorders commonly encountered in the inpatient and/or outpatient setting. Students will strengthen their advanced pathophysiology, physical assessment, pharmacology, and management of selected chronic medical problems which span from the young adult to the elderly.

NURS 697L - Acute Care Adult and Geriatric Patient: Practicum II (3)

This is the second of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with acute or chronic illness in a variety of acute care settings.

NURS 710 - Scientific Foundations of Nursing (3)

This course creates a base for the application of science into advanced nursing practice and includes philosophical, ethical, and historical foundations. Nursing science frames the development of theories and concepts to guide nursing practice and determine the nature and significance of health and health care delivery phenomena.

NURS 715 - Translation of Research and Analytical Methods (3)

This course focuses on a core set of skills and knowledge application activities related to the translation of research into practice, the evaluation of practice, and improvement of health care outcomes. Learners examine evidence to guide improvements in practice and outcomes of care. Literature reviews focus on gaps or tensions in the translation of research into practice. Ethical considerations are also examined in the context of health care research.

NURS 720 - Biostatistics (3)

This course is designed to introduce the advanced statistical methods commonly used in health care research. The focus of the course is on application of a variety of statistical methods in research, execution of statistical analyses using statistical software, and interpretation of results from computer outputs.

NURS 725 - Leadership I Organizational (3)

This course focuses on the analysis of leadership and evidence-based management theories necessary for the leadership of today's healthcare systems. The material adds to the application of concepts of leadership, management, planning, and evaluation of population-based efforts to provide quality affordable care. Further, the course emphasizes the analysis of the nurse's professional roles and responsibilities, and offers numerous ways to develop an understanding of leadership and organizational development issues as they pertain to health professions education. Students will apply this knowledge to problem-solving and practical situations; enhancing decision-making abilities and conflict management, and will be provided the tools to develop a personal definition of leadership.

NURS 730 - Informatics in Nursing and Healthcare (3)

This course introduces the students to the field of healthcare informatics. Students will be introduced to healthcare informatics as a profession and discipline. Included will be the exploration of information applications; the shift toward patient engagement; and development of interoperability. Additional focus is on concepts and use of data science, analytics, and regulatory issues in healthcare informatics. The course will review the advanced practice nurses' role in leadership, education, and working with interdisciplinary groups as it relates to healthcare informatics.

NURS 735 - Health Status Outcomes: The Individual and Family (3)

This course prepares learners to develop effective strategies to ensure safety and quality health care for patients and populations and includes evaluation of health care outcomes. Learners engage in inquiry into the state of health care delivery, patient-centered care, sustainable change, and ethical principles surrounding practice.

NURS 740 - Clinical Prevention and Population Health (3)

This course examines ideas that promote understanding of aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Learners analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health. Evidence-based recommendations for health promotion and risk reduction for individuals and families and concepts of public health are emphasized.

NURS 745 - Leadership II: Leadership in Complex Healthcare Organizations (3)

This course emphasized interprofessional collaboration within complex healthcare organizations and systems to organizations and systems to transform the delivery of health care to improve access, quality, and safety across diverse populations. Strategies to address organizational challenges and facilitate system wide changes important to the practice environment of the advanced practice nurse will be explored. Group dynamics within health care organizations and communities will be examined with an emphasis on communication patterns, resource allocation, strategic planning, and quantitative decision-making models to formulate policy.

NURS 750 - Social Ethics and Health Policy (3)

This course prepares the nurse leader to advance the agenda of the rapidly changing care environment by examination of health policy research and analysis. Students will focus on policy process and develop and implement policy agendas. They will participate in collective decision-making, identifying roles and key stakeholders. The course will address how to identify gaps in policy knowledge and provide opportunity for nurse leaders to engage in processes that influence policy decisions at the institutional, local, state, regional, national and/ or international levels. The course will prepare the nurse leader to analyze the policy process and engage in politically competent care while examining the interactions among economics, ethical principles, social policies, legislative, and regulatory processes that influence access, delivery, and organization of health care systems.

NURS 755 - Economics and Decision Making (3)

This course provides a foundation for understanding economic theory and principles with an emphasis on healthcare financial environment and tools and techniques to analyze healthcare financial performance that influence decision-making process. Learners will be exposed to the problem of high and rising healthcare costs, scarcity of resources, and the necessity of cost containment. Students will apply this knowledge, develop and practice economic skills that are relative to health policy, quality of care, administration, and health services management.

NURS 760 - Advanced Nursing Practice I (2)

Learners finalize an issue in health care that will become the basis of an evidence-based research project to be carried out prior to completion of the doctoral program. Learners leave this course with a project goal/topic, a literature review, a proposed methodology, and a clear description of how addressing the issue presented will improve patient care. A project proposal is written in preparation for the Institutional Review Board (IRB) review.

NURS 761 - Advanced Nursing Practice II (2)

Learners submit a project for approval to the Institutional Review Board (IRB). Once IRB approval is obtained, the learner conducts the project. Data is appropriately gathered for future analysis to

determine if the practice investigated in the project brought about improved outcomes. Learners are required to plan and document their learning goals and activities.

NURS 762 - Advanced Nursing Practice III (2)

Data gathered during the project is analyzed and evaluated to determine the outcomes garnered by the project. A proposal for dissemination and mass implementation is created. Learners identify areas of future research and practice change for the continued improvement of health care. Learners are required to plan and document their learning goals and activities.

OCC - Occupational Therapy

OCC 510 - Foundations of Occupation and Occupational Therapy (2.0)

This course is an introduction to the field of occupational therapy, including the history, philosophical beliefs, areas of practice, areas of practice, and roles of practitioners. The focus of the course is on developing an awareness of professional organizations, ethics and values with an emphasis on the Occupational Therapy Practice Framework (OTPF).

OCC 511 - Occupations Across the Lifespan (2.0)

This course will analyze human development across the lifespan to form the basis for understanding what occurs when the process is interrupted or changed. Emphasis will be placed on perceiving relationships between developmental stages and modifications in the individual's occupations, along with the impact of culture on development.

Offered: 45.

OCC 512 - Introduction to Fieldwork I (1.0)

This course is designed to prepare students for their first fieldwork experience and to introduce the student to a variety of traditional and emerging practice areas. Communication skills in both therapeutic use of self along with written documentation are introduced.

OCC 513 - OT Evaluation and Screening I (3.0)

This course will provide an introduction to standardized and non-standardized assessment methods relevant to the practice of occupational therapy across the lifespan. Topics covered include assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. This course will provide instruction in screening and assessment of visual, perceptual and cognitive skills as well as standard physical assessments for range of motion and strength.

OCC 514 - Introduction to Research (2.0)

This course will focus on understanding the basic premise of research in health care. It will develop the student's skill in performing online and library searches as well as how to read and understand research as part of evidence-based practice. Learning activities will include how to develop and conduct a research project.

OCC 515 - Basic Patient Care Skills (2.0)

This course is an introduction to basic patient care skills as required by occupational therapy practitioners. An overview of how to address various disorders of the bodily systems and typical medical management will be reviewed. This will include how to interact with clients and their families in a professional manner as well as safe physical handling techniques.

OCC 516 - Integrated Physiology and Anatomy (5.0)

This course provides an integrated, as well as theoretical and practical approach to studying anatomy and physiology. As all functions are performed by specific structures, anatomical information provides clues about structure and physiological mechanisms/processes explain function. Knowledge of the anatomy and physiology of the healthy human body will enable the student to understand important mechanisms of disease.

OCC 520A - Occupational Performance in the Older Adult (4.0)

This course is an introduction to occupational therapy with older adults. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and their application to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence –based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 511; OCC 513; OCC 515 .

OCC 520B - Occupational Performance in the Older Adult Skills Lab (2.0)

This course is an introduction to occupational therapy with older adults. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and their application to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence -based practice and apply knowledge to a variety of clinical and community settings.₩n₩nLab: This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Older Adult course. Students will explore application of occupational therapy theory in the processes of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult.

Prerequisite: OCC 511; OCC 513; OCC 515. Offered: 60.

OCC 521 - Fieldwork IA - Older Adults (1.0)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of older adult populations and levels of care. Experience will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. This course takes place over one (1) week in trimester two (2).

Prerequisite: OCC 512. Corequisite: OCC 520A and B. Offered: 30.

OCC 522 - OT Evaluation and Screening II (2.0)

Continuing a top-down, occupation-based approach to evaluation and screening, this course focuses on standardized assessments, assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. Students will have the opportunity to develop their ability to screen and assess psychosocial, visual, perceptual, cognitive and motor skills.

Prerequisite: OCC 513. Offered: 45.

OCC 523 - Brain, Behavior and Occupation (3.0)

This foundational neuroscience course will present topics including histology the ascending sensory pathways, descending motor pathways, cranial nerves: location, fibers course and function, vasculature of the brain, brainstem, and spinal cord, visual system, vestibular system, auditory system, cerebellum, basal ganglia, cerebral cortical structure and function, limbic system: learning and memory, and development and normal aging of the nervous system. In addition, each topic will have an applied

component in which students will investigate the impact of these systems and structures on occupations.

Prerequisite: OCC 516.

OCC 524 - Movement Analysis in Occupation (3.0)

This course applies information learned in gross anatomy to mechanical and physiological principles of movement. It includes analysis of body alignment, joint structure, and muscle action and their relationship to functional activities. Students will complete assessments of normal and abnormal alignment and movement and analyze their importance for life tasks.

Prerequisite: OCC 516.

OCC 525 - Evidence-based Practice I (2.0)

This course will provide the students an opportunity to apply basic research skills gained in the OCC 514 course and further develop professional writing skills. Students will be introduced to evidence-based practice, as well as how to identify and interpret levels of evidence-based knowledge. In finding the evidence, students will learn to develop a focused clinical question and investigate the research literature comparing different forms of evidence inclusive of systematic reviews and clinical practice guidelines. Students will learn how to incorporate outcome-measures into evidence-based practice and research as well as understand how to interpret the findings from intervention studies.

Prerequisite: OCC 514.

OCC 526 - Occupations in Practice (2.0)

This foundational and application-based course presents an in-depth analysis of daily occupations, to be analyzed for therapeutic value. Students will engage in a variety of occupations form across the lifespan and from a variety of cultures. Each will be analyzed in regard to the client factors challenged, performance skills required, and how to grade aspects of the activity. Evidence supporting the use of occupations as a mechanism for change will be examined and discussed. Students will learn and apply teaching and learning principles.

Prerequisite: OCC 510.

OCC 531A - Occupational Performance in the Adult (4.0)

This course is an introduction to occupational therapy with adults. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and apply it to physical and psycho-social conditions typically seen in adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence –based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 520 A&B; OCC 521; OCC 522.

OCC 531B - Occupational Performance in the Adult Skills Lab (2.0)

This lab course incorporates hand-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Adult course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the adult.

Prerequisite: OCC 520 A&B; OCC 521; OCC 522.

OCC 532 - Fieldwork IB – Adults (1.0)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of adult populations and levels of care. Experiences will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing

session to review all objectives and intended outcomes. This course takes place over one (1) week in trimester three (3).

Prerequisite: OCC 521B. Corequisite: OCC 531A and B.

OCC 533 - Evidence-Based Practice II (2.0)

This course is a continuation of OCC 525 and will focus on assessing, evaluating and systematically reviewing evidence. Students will learn to investigate a focused clinical question using a critical appraisal process as well as develop a research proposal. Students will learn to compare different forms of evidence inclusive of systematic reviews and clinical practice guidelines. Strategies to build evidence in occupational therapy practice will be discussed.

Prerequisite: OCC 525. Offered: 60.

OCC 534 - Preparatory Methods I (3.0)

This course focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as physical agent modalities, wound care, managing edema, and tissue remodeling/scar management.

Prerequisite: OCC 524.

OCC 535 - Assistive Technology (4.0)

This course focuses on assistive technology and modifications to the activities and environment performed by occupational therapists to support clients' ability to engage in occupations. The course includes evaluation, assessment selection, and intervention planning as well as training in use of high- and low-tech assistive technology and application of universal design principles. Students will have an opportunity to design an assistive device for a client to facilitate occupational performance and participation in their valued contexts.

OCC 541A - Occupational Performance in Children and Adolescents (4.0)

This course is an introduction to occupational therapy with children and adolescents. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and applies both theoretical and empirical evidence to physical and psycho-social conditions typically seen in children and adolescents. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 531A & B; OCC 532.

OCC 541B - Occupational Performance in Children and Adolescents Skills Lab (2.0)

This course is an introduction to occupational therapy with children and adolescents. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies both theoretical and empirical evidence to physical and psychosocial conditions typically seen in children and adolescents. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course incorporates evidence-based practice and applies knowledge to a variety of clinical and community settings. This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in Children and Adolescents course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references toward the conditions typically seen in children and adolescents.

Prerequisite: OCC 531 A & B; OCC 532.

OCC 542 - Fieldwork IC– Children and Adolescents (1.0)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of children and adolescents populations and levels of care. Experience will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. This course takes place over one (1) week in trimester four (4).

Prerequisite: OCC 532. Corequisite: OCC 541 A&B.

OCC 543 - Introduction to Fieldwork II (1.0)

This course will emphasize information that has been covered in the occupational therapy curriculum to prepare the student for Fieldwork Level II: Therapeutic use of self; applying theoretical knowledge and evidence-based principles to the clinical situation; time management; communication and interactions; supervisory relationships; teamwork; documentation; and meeting the Fieldwork II requirements.

Prerequisite: OCC 512; OCC 532.

OCC 544 - Preparatory Methods II (4.0)

This course is a continuation of OCC 534 and focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as splinting, therapeutic exercise, and sensory re-education.

Prerequisite: OCC 534.

OCC 545 - Occupational Wellness (4.0)

This course examines the relationship and dynamics interactions between clients, their environments, and the activities they need to accomplish through the perspective of health and well-being. The students will develop critical thinking skills related to the lifestyle factors influencing occupational engagement and wellness in occupational therapy practice. Students will have the opportunity to create health-promoting activities, develop injury prevention programs, and offer client-centered solutions to challenges associated with changing health status, habits, and routines.

Prerequisite: OCC 526.

OCC 546 - Professional Management and Leadership (3.0)

This course will cover information on how to provide effective occupational services: The role of the occupational therapy manager; managing a business/department/program; leadership; maintaining licensing, accreditation and standards; use evidence; create and apply policy; and prepare net-generation leaders.

Offered: 45.

OCC 551 - Preparation for Professional Practice (1.0)

This course will prepare students for level II fieldwork. Students will demonstrate competency in the occupational therapy process, including referral, evaluation, intervention and discharge planning. Students will have opportunity to provide referrals to community agencies and incorporate interprofessional resources.

Prerequisite: Complete all courses in trimesters 1-4. . Offered: 30.

OCC 552 - Fieldwork II-A (12.0)

Each student must successfully complete two (2) twelve (12) week Level II fieldwork experiences. This course provides fieldwork experience under the supervision of a license occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to

clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. During this period, the students are expected to assume increasing responsibilities related to client care. The fieldwork experience is designed to develop clinical reasoning, professionalism and clinical competency. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy to children or adults in the community. Students will gain experience in OT evaluation and treatment with individuals with various disorders and performance deficits.

Prerequisite: OCC 551 Trimesters 1-4.

OCC 562 - Fieldwork II-B (12.0)

The second fieldwork experience is under the supervision of a licensed occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. As this is the second fieldwork II experience, the student should advance on their skill and assume more responsibilities related to client care. The fieldwork experience is designed to progressively build competencies in clinical reasoning, professionalism and entry-level skills. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying academic knowledge to the provision of OT to children or adults in the community. Students will gain experience in evaluation and treatment of individuals with various disorders and performance deficits.

Prerequisite: OCC 552.

OCC 610 - Occupational Therapy Practice and Profession (2)

Foundational information designed to develop an understanding of the field of occupational therapy is discussed, including the history, philosophical beliefs, areas of practice, and roles of practitioners. Introducing topics to develop an awareness of the professional standards within the Occupational Therapy Practice Framework, professional organizations, professional ethics and values with an emphasis on the Occupational Therapy Practice Framework. Course delivery methods include online synchronous instruction.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. Corequisite: OCC-611, OCC-612, OCC-613, OCC-614, OCC-615.

OCC 611 - Theory of Fieldwork I (2)

Understanding of Occupational Therapy's role and preparing students for their first fieldwork experience by introducing the student to a variety of traditional and role-emerging practice areas. Application of effective communication, documentation, therapeutic-use-of-self, and interprofessional team collaboration will be incorporated. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. Corequisite: OCC-610, OCC-612, OCC-613, OCC-614, OCC-615.

OCC 612 - Theory of Scholarship and Research (2)

Concepts and constructs of a "practice scholar" will focus on building skills by gaining an understanding of research in health care, utilizing logical and critical thinking skills to navigate research data, asking evidence-based questions, applying theory to research, and performing literature searches. Development of research design, quantitative and qualitative methods, data collection and analysis, and professional scholarly writing. Demonstrate knowledge about clinical research design, quantitative and qualitative methods, data collection and analysis, and professional scholarly writing. Perform clinical research through development of research question, design quantitative and qualitative data collection tools, data collection, theoretical analysis, and final report. Course delivery methods include online synchronous instruction.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. . Corequisite: OCC-610, OCC-611, OCC-613, OCC-614, OCC-615.

OCC 613 - Evaluation and Assessment I (3)

Understand standardized and non-standardized assessment methods relevant to the practice of occupational therapy across the lifespan. Develop knowledge on assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. A breakdown of evaluations routinely used includes the screening and assessment of visual, perceptual, cognitive skills, and standard physical assessments for range of motion and strength. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. . Corequisite: OCC 610, OCC 611, OCC 612, OCC 614, OCC 615.

OCC 614 - Clinical Skills and Procedures (2)

Basic patient care skills are required by rehabilitation workers to provide interventions in acute care settings. Understand how various bodily systems, conditions, and medical management impact occupational performance. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. . Corequisite: OCC-610, OCC-611, OCC-612, OCC-613, OCC-615.

OCC 615 - Human Movement in Occupation (4)

Knowledge of gross anatomy and the physiological principles of human movement regarding its impact on occupational performance. It integrates a theoretical and practical approach to studying movement and activity analysis. The emphasis will be on the origin, nature and course of musculoskeletal and neurological disorders using interventions to correlate muscle actions to support occupational participation and engagement. Students will complete assessments of normal and abnormal alignment and movement and analyze their importance for life tasks. Course delivery methods for teaching and learning include face-to-face and online synchronous instruction.

Prerequisite: Admission to the Master of Occupational Therapy Program and successful completion and transfer of all required courses including a bachelor's degree. . Corequisite: OCC-610, OCC-611, OCC-612, OCC-613, OCC-614.

OCC 620 - Occupational Performance: Older Adult Population (3)

Client-centered assessments and intervention planning for middle to older adult practice settings are applied. Occupational behavior, exploring developmental theories, occupational therapy frames of reference, and application to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. Course delivery methods include online synchronous instruction.

Prerequisite: For Trimester Prior: OCC-610, OCC-614, OCC-615, OCC-620L. Corequisite: OCC-620L, OCC-621, OCC-622, OCC-623, OCC-624, OCC-625.

OCC 620L - Occupational Performance: Older Adult Skills Lab (2)

Hands-on application of assessments and interventions for middle to older adult practice. Demonstration of task-analysis, therapeutic use of self, and ethical principles to deliver assessments and interventions to address the older adult population. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: For Trimester Prior: OCC-610, OCC-614, OCC-615, OCC-620L. Corequisite: OCC-620, OCC-621, OCC-622, OCC-623, OCC-624, OCC-625.

OCC 621 - Preparation for Practice: I-Older Adult (1)

Students will complete three (3) Level I fieldwork experiences throughout the educational program: One with children and adolescents; one with adults; and one with the older adult. Students must complete a Level I fieldwork experience in a mental health setting and one in a physical rehabilitation setting. One week (30 hours) each trimester in trimesters two (2), three (3), and four (4) is designated as the Level I fieldwork week on the academic calendar.

Foundational knowledge, previous life/professional experiences, and new academic learning applied to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice. Students will be able to observe evaluations and interventions performed on the older adult with a variety of diagnosis in medical or educational settings. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-620, OCC-620L. Corequisite: OCC-620, OCC-620L, OCC-622, OCC-623, OCC-624, OCC-625.

OCC 622 - Evaluation and Assessment II (3)

Knowledge about the occupational therapy assessment process over the lifespan by focusing on standardized and occupation-based methods of gathering information about individuals and groups in various developmental stages. Students will have the opportunity to develop their observation and analysis skills. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-613. Corequisite: OCC-620, OCC-620L, OCC-621, OCC-623, OCC-624, OCC-625.

OCC 623 - Occupations and the Brain (3)

Neurophysiological and neuropsychological concepts and its impact on occupational performance and participation. Focus will be on the relationship between occupational therapy practice and the structure and function of the nervous system. Course delivery methods include online synchronous instruction.

Prerequisite: For Trimester Prior: OCC-610, OCC-614, OCC-615, OCC-620L. Corequisite: OCC-620, OCC-620L, OCC-621, OCC-622, OCC-624, OCC-625.

OCC 624 - Occupations through the Lifespan (3)

Engagement in occupation with emphasis on the Occupational Therapy Practice Framework to support activity analysis and adaptation. Application of materials and therapeutic use of self to support occupational performance will be addressed in this course. Students will learn how to implement the teaching-learning process as they train others to engage in occupations. Students will develop resources, teaching skills, observation techniques, and the therapeutic use of self. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: For Trimester Prior: OCC-610, OCC-614, OCC-615, OCC-620L. Corequisite: OCC-620, OCC-620L, OCC-621, OCC-622, OCC-623, OCC-625.

OCC 625 - Evidence in OT Practice I (2)

Incorporate evidence into practice with the goal to improve client outcomes through assessment and critiquing of scholarly works. Students are introduced to evidence-based practice and knowledge development and how to create focused clinical questions, investigate and interpret research literature, and incorporate outcome-measures into practice. It is designed to foster professional writing skills as to become evidence –based practitioner in occupational therapy. It furnishes and allows the student to evaluate current research evidence and apply evidence to practice decisions. Course delivery methods include online synchronous instruction.

Prerequisite: OCC-612. Corequisite: OCC-620, OCC-620L, OCC-621, OCC-622, OCC-623, OCC-624.

OCC 630 - Occupational Performance: Adult Population (3)

Client-centered assessments and intervention planning for adult practice settings are applied. Occupational behavior, exploring developmental theories, occupational therapy frames of reference, and application to physical and psycho-social conditions typically seen in adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. Course delivery methods include online synchronous instruction.

Prerequisite: OCC-620, OCC-620L, OCC-630L. Corequisite: OCC-630L, OCC-631, OCC-632, OCC-633, OCC-634.

OCC 630L - Occupational Performance: Adults Skills Lab (2)

Hands-on application of assessments and interventions for adult practice. Demonstration of task-analysis, therapeutic use of self, and ethical principles to deliver assessments and interventions to address the adult population. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the adult. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: For Trimester Prior: OCC-620, OCC-620L, OCC-621, OCC-622, OCC-623, OCC-624, OCC-625; OCC-630. Corequisite: OCC-630, OCC-631, OCC-632, OCC-633, OCC-634.

OCC 631 - Preparation for Practice: I - Adult (1)

Students will complete three (3) Level I fieldwork experiences throughout the educational program: One with children and adolescents; one with adults; and one with the older adult. Students must complete a Level I fieldwork experience in a mental health setting and one in a physical rehabilitation setting. One week (30 hours) each trimester in trimesters two (2), three (3), and four (4) is designated as the Level I fieldwork week on the academic calendar.

Foundational knowledge, previous life/professional experiences, and new academic learning applied to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice. Students will be able to observe evaluations and interventions performed on the older adult with a variety of diagnosis in medical or educational settings. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-630, OCC-630L. Corequisite: OCC-630, OCC-630L, OCC-632, OCC-633, OCC-634.

OCC 632 - Evidence in OT Practice II (2)

Access, critique and incorporate evidence into practice with the goal to improve client outcomes. Students will evaluate current research evidence and apply evidence to practice decisions. Emphasis will be on assessing and systematically reviewing evidence, utilizing a critical appraisal process in investigating a clinical question, and developing a research proposal and presenting the proposal to the OT faculty and student body. Course delivery methods include online synchronous instruction.

Prerequisite: OCC-625. Corequisite: OCC-630, OCC-630L, OCC-631, OCC-633, OCC-634.

OCC 633 - Modalities in OT Practice (3)

Hands-on selection and application of a variety of physical agent modalities and other preparatory methods to enhance occupational performance and participation. Application of clinical reasoning skills with therapeutic use of self as part of the intervention process as appropriate for the client population and setting. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: None. Corequisite: OCC-630, OCC-630L, OCC-631, OCC-632, OCC-634.

OCC 634 - Technology in OT Practice (4)

Hands-on application of universal design and individualized technologies to support occupational performance in different populations. Students will assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices used to enhance occupational performance and foster participation and well-being for clients in the community settings. Course delivery methods for teaching and learning include face-to-face and online synchronous instruction.

Prerequisite: OCC-624. Corequisite: OCC-630, OCC-630L, OCC-631, OCC-632, OCC-633.

OCC 640 - Occupational Performance: Child and Adolescent Population (3)

Client-centered assessments and intervention planning for the child and adolescent practice settings are applied. Occupational behavior, exploring developmental theories, occupational therapy frames of reference, and application to physical and psycho-social conditions typically seen in the child and adolescent population. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. Course delivery methods include online synchronous instruction.

Prerequisite: OCC-630, OCC-630L, OCC-640L. Corequisite: OCC-640L, OCC-641, OCC-642, OCC-643, OCC-644, OCC-645.

OCC 640L - Occupational Performance: Child and Adolescent Skills Lab (2)

Hands-on application of assessments and interventions for the child and adolescent practice. Demonstration of task-analysis, therapeutic use of self, and ethical principles to deliver assessments and interventions to address the older adult population. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-640. Corequisite: OCC-640, OCC-641, OCC-642, OCC-643, OCC-644, OCC-645.

OCC 641 - Preparation for Practice: I - Child and Adolescent (1)

Students will complete three (3) Level I fieldwork experiences throughout the educational program: One with children and adolescents; one with adults; and one with the older adult. Students must complete a Level I fieldwork experience in a mental health setting and one in a physical rehabilitation setting. One week (30 hours) each trimester in trimesters two (2), three (3), and four (4) is designated as the Level I fieldwork week on the academic calendar.

Foundational knowledge, previous life/professional experiences, and new academic learning applied to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice. Students will be able to observe evaluations and interventions performed on the older adult with a variety of diagnosis in medical or educational settings. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-640, OCC-640L. Corequisite: OCC-640, OCC-640L, OCC-642, OCC-643, OCC-644, OCC-645.

OCC 642 - Theory of Fieldwork II (2)

Integration of information learned in the occupational therapy curriculum to prepare the student for Fieldwork Level II: Therapeutic use of self; applying theoretical knowledge and evidence-based principles to the clinical situation; time management; communication and interactions; supervisory relationships; teamwork; documentation; and meeting the Fieldwork II requirements. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-611. Corequisite: OCC-640, OCC-640L, OCC-641, OCC-643, OCC-644, OCC-645.

OCC 643 - Modalities in OT Practice II (4)

Hands-on design, fabrication, and application of a variety of splinting and orthotics to enhance occupational performance and participation. Application of clinical reasoning skills with therapeutic use of self as part of the intervention process as appropriate for the client population and setting. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-633. Corequisite: OCC-640, OCC-640L, OCC-641, OCC-642, OCC-644, OCC-645.

OCC 644 - Community and Wellness Interventions (4)

Health, wellness, and disability prevention models apply through program creation to support the life-roles of individuals in various sociocultural, socioeconomic, and diverse communities and population. Students will demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and role-emerging practice environments. Course delivery methods for teaching and learning include face-to-face and online synchronous instruction.

Prerequisite: None. Corequisite: OCC-640, OCC-640L, OCC-641, OCC-642, OCC-643, OCC-645.

OCC 645 - Leadership and Advancement in OT Practice (3)

Critical analysis of trends, practice issues and leadership strategies in occupational therapy practice. Students gain an understanding of how to carry out the role of an occupational therapy manager, start and run a private practice or business, follow professional regulations and policy, utilize evidence, acquire grant funding, and become future leaders. The students will demonstrate ability to provide principles of management, current health care policy and federal/state regulations, and reimbursement systems. Course delivery methods include online synchronous instruction.

Prerequisite: None. Corequisite: OCC-640, OCC-640L, OCC-641, OCC-642, OCC-643, OCC-644.

OCC 650 - Preparation for Practice II-A (12)

Basic tenets of occupational therapy in the provision of services under the supervision of a licensed occupational therapist. Student will successfully complete two (2) thirteen (13) week Level II fieldwork experiences. Students will articulate and apply appropriate theories, model of practice and frames of reference in the provision of OT evaluation and intervention. Students' participation to include in-depth experiences by selecting, applying, interpreting, and documenting standardized, and non-standardized evaluations and intervention plans to assist in the delivery of services. Students will have the opportunity to practice in a variety of clinical or community-based settings. The fieldwork experience is designed to develop clinical reasoning, professionalism, and clinical competency. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy services to children and/or adults in the community. Students will develop entry level competencies by the end of the FW2 experience as defined by achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-620, OCC-620L, OCC-630, OCC-630L, OCC-640, OCC-640L. Corequisite: None.

OCC 660 - Preparation for Practice II-B (Fieldwork II-B) (12)

Basic tenets of occupational therapy in the provision of services under the supervision of a licensed occupational therapist. Student will successfully complete two (2) thirteen (13) week Level II fieldwork experiences. Students will articulate and apply appropriate theories, model of practice and frames of reference in the provision of OT evaluation and intervention. Students' participation to include in-depth experiences by selecting, applying, interpreting, and documenting standardized, and non-standardized evaluations and intervention plans to assist in the delivery of services. Students will have the opportunity to practice in a variety of clinical or community-based settings. The fieldwork experience is designed to develop clinical reasoning, professionalism, and clinical competency. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy services to children and/or adults in the community. Students will develop entry level competencies by the end of the

FW2 experience as defined by achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation. Course delivery methods for teaching and learning include face-to-face.

Prerequisite: OCC-650. Corequisite: None.

OCC 700s - Professional Electives (1)

Professional electives include OCC 737E, OCC 738E, and OCC 739E.

OCC 710 - Foundations of Occupational Therapy Practice (3)

This course is an introduction to the field of occupational therapy, including the history, philosophical beliefs, areas of practice and roles of practitioners. The focus of the course is on developing an awareness of professional organizations, ethics and values with an emphasis on the Occupational Therapy Practice Framework (OTPF).

Offered: 60.

OCC 711 - Occupations Across the Lifespan (2)

This course will analyze human development across the lifespan to form the basis for understanding what occurs when the process is interrupted or changed. Emphasis will be placed on perceiving relationships between developmental stages and modifications in the individual's occupations, along with the impact of culture on development.

Offered: 45.

OCC 712 - Introduction to Fieldwork I (1)

This didactical course Introduction to Fieldwork I is designed to assist in professional role development and to prepare the student for their first fieldwork experience and to introduce the student to a variety of traditional and emerging practice areas.

Offered: 30.

OCC 713 - OT Evaluation and Screening I (3)

This course will provide an introduction to standardized and non-standardized assessment methods relevant to the practice of occupational therapy across the lifespan. Topics covered include assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. This course will provide instruction in screening and assessment of visual, perceptual and cognitive skills as well as standard physical assessments for range of motion and strength.

Offered: 75.

OCC 714 - Introduction to Scholarship and Research (2)

This course starts the development of the "practice scholar" and will focus on building skills by gaining an understanding of research in health care, utilizing logical and critical thinking skills to navigate research data, asking evidence-based questions, applying theory to research, and performing literature searches. Additionally, students will gain knowledge about research design, quantitative and qualitative methods, data collection and analysis, and professional scholarly writing. Students will ask a clinical research question, design quantitative and qualitative data collection tools, collect data, analyze with theory, and write up findings.

Offered: 30.

OCC 715 - Basic Patient Care Skills (2)

This course is an introduction to basic patient care skills as required by rehabilitation workers. It will offer an understanding of various bodily systems, conditions and, typical medical management and how they impact occupational performance.

Offered: 45.

OCC 716 - Integrated Physiology and Anatomy (5)

This course provides an integrated, as well as theoretical and practical approach to studying anatomy and physiology. As all functions are performed by specific structures, anatomical information provides clues about structure and physiological mechanisms/processes explain function. Knowledge of the anatomy and physiology of the healthy human body will enable the student to understand important mechanisms of disease.

Offered: 105.

OCC 720A - Occupational Performance in the Older Adult Population (5)

This course is an introduction to occupational therapy with older adults. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies it to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence –based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 711, OCC 713, OCC 715. Offered: 75.

OCC 720B - Skills Lab: Older Adult (2)

This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Older Adult course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult.

Prerequisite: OCC 711, OCC 713, OCC 715. Offered: 60.

OCC 721 - Fieldwork IA – Older Adult Population (1)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of older adult populations and levels of care. Experiences will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Capstone Experience. This course takes place over one (1) week in trimester two (2).

Prerequisite: OCC 712. Corequisite: OCC 720 A & B. Offered: 30.

OCC 722 - OT Evaluation and Screening II (2)

Continuing a top-down, occupation-based approach to evaluation and screening, this course focuses on standardized assessments, assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. Students will have the opportunity to develop their ability to screen and assess psychosocial, visual, perceptual, cognitive and motor skills.

Prerequisite: OCC 713. Offered: 45.

OCC 723 - Brain, Behavior and Occupation (3)

This foundational neuroscience course will present topics including histology the ascending sensory pathways, descending motor pathways, cranial nerves: location, fibers course and function, vasculature of the brain, brainstem, and spinal cord, visual system, vestibular system, auditory system, cerebellum, basal ganglia, cerebral cortical structure and function, limbic system: learning and memory, and development and normal aging of the nervous system. In addition each topic will have an applied component in which students will investigate the impact of these systems and structures on occupations.

Prerequisite: OCC 716. Offered: 60.

OCC 724 - Movement Analysis in Occupation (3)

This course applies information learned in gross anatomy to mechanical and physiological principles of movement. It includes analysis of body alignment, joint structure, and muscle action and their relationship to functional activities. Students will complete assessments of normal and abnormal alignment and movement and analyze their importance for life tasks.

Prerequisite: OCC 716. Offered: 60.

OCC 725 - Scholarship and Evidence-Based Practice I (3)

This course will provide the students an opportunity to apply basic research skills gained in the OCC 714 course. This course introduces students to evidence-based practice and knowledge development and how to create focused clinical questions, investigate and interpret research literature, and incorporate outcome-measures into practice. It is designed to foster professional writing skills as to become evidence-based practitioners in occupational therapy.

Prerequisite: OCC 714. Offered: 45.

OCC 726 - Occupations in Practice (2)

This course provides and in-depth analysis of the therapeutic benefits of occupations, in all areas of ADL, IADL, Play, Leisure, Work and Social Participation. Students will analyze and apply occupation – based media as they relate to client – centered intervention. Occupation-based activity analysis techniques are utilized to allow student to recognize the possible influences of activity demands, social, cultural, personal and temporal contexts on occupational performance. Students will learn how to implement the teaching-learning process as they train others to engage in occupations. Students will develop resources, teaching skills, observation techniques, and the therapeutic use of self.

Prerequisite: OCC 710. Offered: 45.

OCC 730 - Introduction to Doctoral Studies (1)

This course will inspire the student's growth in doctoral level thinking and professional exploration. Providing an overview of the culminating capstone project, students will proactively identify areas of interest for their doctoral capstone project and Doctoral Capstone Experience. Students will conduct a review of the literature to identify gaps which will provide rationale for a preliminary capstone project idea. In addition, students will develop an understanding of andragogy, adult learning theories, and principles of instructional design utilized in occupational therapy education.

Prerequisite: All Trimester 2 courses (OCC 720 A&B, OCC 721, OCC 722, OCC 723, OCC 724, OCC 725, OCC 726). . Offered: 30.

OCC 731A - Occupational Performance in the Adult Population (5)

This course is an introduction to occupational therapy with adults. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and apply it to physical and psycho-social conditions typically seen in adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful,

occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 720 A&B, OCC 721, OCC 722. Offered: 75.

OCC 731B - Skills Lab: Adult (2)

This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Adult course. Students will explore application of occupational therapy theory used in the process of evaluation and intervention, models of practice, and frames of reference towards the conditions typically seen in the adult.

Prerequisite: OCC 720 A&B, OCC 721, OCC 722. Offered: 60.

OCC 732 - Fieldwork IB - Adult Population (1)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of adult populations and levels of care. Experiences will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Capstone Experience. This course takes place over one week in trimester three (3).

Prerequisite: OCC 721. Corequisite: OCC 731 A & B. Offered: 30.

OCC 733 - Scholarship and Evidence-Based Practice II (3)

This course is a continuation of OCC 725 and will focus building capabilities in assessing and systematically reviewing evidence, utilizing a critical appraisal process in investigating a clinical question, and developing a research proposal. Students will compare forms of evidence with specific reference to systematic reviews versus clinical practice guidelines. The doctoral student can use course assignments to explore potential topics for the culminating capstone project.

Prerequisite: OCC 725. Offered: 60.

OCC 734 - Preparatory Methods I (3)

This course focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as therapeutic exercise, managing edema and scars, wound care, and sensory training.

Prerequisite: OCC 724. Offered: 60.

OCC 735 - Assistive Technology (4)

This course focuses on assistive technology and modifications to the activities and environment performed by occupational therapists to support clients' ability to engage in occupations. The course includes evaluation, assessment selection, and intervention planning as well as training in use of high- and low-tech assistive technology and application of universal design principles. Students will have an opportunity to design an assistive device for a client to facilitate occupational performance and participation in their valued contexts.

Offered: 90.

OCC 736 - Assistive Technology (3)

This course focuses on assistive technology and modifications to the activities and environment performed by occupational therapists to support clients' ability to engage in occupations. The course includes evaluation, assessment selection, and intervention planning as well as training in use of high- and low-tech assistive technology and application of universal design principles. Students will have an

opportunity to design an assistive device for a client to facilitate occupational performance and participation in their valued contexts.

OCC 737E - Program Development Elective (1)

In this course, students will develop their capacity to act as organizational consultants, proposing a program that addresses a clear service-delivery or educational need. Students will go through each step of the program development process, from needs assessment to creating a feasible evaluation plan. Students will propose their work to stakeholders for feedback and professional development in a culminating presentation.

OCC 738E - Hand Therapy Elective (1)

This course focuses on the specialty occupational therapy practice area that is hand and upper extremity rehabilitation. Students will demonstrate advanced knowledge, clinical reasoning, and practice skills necessary to develop and implement an evidence-based plan-of-care to improve occupational performance in occupations. Students will gain an in-depth understanding of the Biomechanical Frame of Reference (FOR) as it applies to evaluation, assessment and intervention of common upper extremity and hand pathologies.

OCC 739E - Ayres Sensory Integration Elective (1)

This course focuses on Ayres Sensory Integration (ASI) theory, evaluation, assessment, and intervention as applied in occupational therapy practice. The course promotes student learning of ASI frame of reference (FOR) to enrich the occupational performance and participation of individuals with a variety of disabilities across the lifespan by focusing on the neurobiological, sensory, and praxis foundations of occupation. Advanced knowledge, clinical reasoning, and practice skills necessary to implement ASI FOR in evaluation and treatment of clients to address participation restrictions that result from challenges in sensory processing and integration are developed in the course. In addition, this course incorporates ASI evidence-based practice and applies ASI knowledge to a variety of clinical and community practice settings.

OCC 741A - Occupational Performance in the Child and Adolescent Population (5)

This course is an introduction to occupational therapy with children and adolescents. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies it to physical and psycho-social conditions typically seen in children and adolescents. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence –based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 731 A&B, OCC 732. Offered: 75.

OCC 741B - Skills Lab: Children and Adolescents (2)

This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in Children and Adolescents course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the children and adolescents.

Prerequisite: OCC 731 A & B, OCC 732. Offered: 60.

OCC 742 - Fieldwork IC - Children and Adolescent Population (1)

This course provides students with opportunities for observation and participation of all areas of the occupational therapy process, including evaluation, intervention and discontinuation of services for a variety of children and adolescent populations and levels of care. Experiences will include addressing the psychosocial aspects of the client, caregiver and families. The level I fieldwork week concludes with a debriefing session to review all objectives and intended outcomes. The debriefing

on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Capstone Experience. This course takes place over one (1) week in trimester four (4).

Prerequisite: OCC 732. Corequisite: OCC 741 A & B. Offered: 30.

OCC 743 - Introduction to Fieldwork II (1)

This course will emphasize information that has been covered in the occupational therapy curriculum to prepare the student for Fieldwork Level II: Therapeutic use of self; applying theoretical knowledge and evidence-based principles to the clinical situation; time management; communication and interactions; supervisory relationships; teamwork; documentation; and meeting the Fieldwork II requirements.

Prerequisite: OCC 732. Corequisite: OCC 742. Offered: 30.

OCC 744 - Preparatory Methods II (4)

This course is a continuation of OCC 734 and focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance: Physical agent modalities and splinting.

Prerequisite: OCC 734. Offered: 75.

OCC 745 - Occupational Wellness (4)

This course examines the relationship of occupation to health, well-being, participation; critical thinking about lifestyle factors influencing occupational engagement and wellness in occupational therapy practice.

Prerequisite: OCC 726. Offered: 90.

OCC 746 - Leadership and Advancement in Occupational Therapy Practice (4)

This course will cover information on how to provide effective occupational services: The role of the occupational therapy manager; running a business/department/program; leadership; maintain standards; use evidence; understand policy; and prepare next-generation leaders. It will foster professional development in leadership, management, and advocacy. The course prepares students for the lifelong task of professional growth as a leader. Students gain an understanding of how to carry out the role of an occupational therapy manager, start and run a private practice or business, follow professional regulations and policy, utilize evidence, acquire grant funding, and become future leaders.

Offered: 60.

OCC 751 - Preparation for Doctoral Professional Practice (1)

This course will prepare students for level II fieldwork. Students will demonstrate competency in the occupational therapy process, including referral, evaluation, intervention and discharge planning. Students will have opportunity to provide referrals to community agencies and incorporate interprofessional resources.

Prerequisite: Complete all courses in trimesters 1-4. . Offered: 30.

OCC 752 - Fieldwork II-A (12)

Each student must successfully complete two (2) twelve (12) week Level II fieldwork experiences. This course provides fieldwork experience under the supervision of a licensed occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. During this period, the students are expected to assume increasing responsibilities related to client care. The fieldwork experience is designed to develop clinical reasoning, professionalism and clinical competency. It is also intended to develop

professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy to children or adults in the community. Students will gain experience in OT evaluation and treatment with individuals with various disorders and performance deficits.

Prerequisite: OCC 751 Trimesters 1-4. Offered: 540.

OCC 761 - Preparation for Capstone I (1)

This course formally commences the culminating capstone project in which students have the opportunity to synthesize advanced occupational therapy knowledge and grow professional skills in one or more focused areas of interest: clinical practice skills, research skills, administration, leadership, policy and program development, advocacy, and theory development. Students will be exposed to different methods of conducting a needs assessment with their DCE site as they further conceptualize their project. In developing their capstone project, students will apply their understanding of occupation, theory, professional practice, and professional identity.

Prerequisite: OCC 752, OCC 762. Offered: 30.

OCC 762 - Fieldwork IIB (12)

The second fieldwork experience is under the supervision of a licensed occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. As this is the second fieldwork II experience, the student should advance on their skill and assume more responsibilities related to client care. The fieldwork experience is designed to progressively build competencies in clinical reasoning, professionalism and entry-level skills. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying academic knowledge to the provision of OT to children or adults in the community. Students will gain experience in evaluation and treatment of individuals with various disorders and performance deficits.

Prerequisite: OCC 752. Offered: 540.

OCC 771 - Preparation for Capstone II (2)

The Preparation for Capstone II course builds upon planning initiated in OCC 761. With information from the needs assessment, the student will conduct an in-depth review of the literature to further conceptualize their capstone project. Students will identify individualized objectives for their capstone project and DCE and plan learning activities for the DCE in collaboration with their site mentor and faculty mentor. Students will also learn about project implementation and different evaluation methods for their capstone project. Depending on the nature of the project and evaluation methods used, some students may also need to complete an IRB application during this course. By the end of the course, students will be expected to translate the results of their needs assessment and literature review into a preliminary capstone proposal that is relevant to the identified needs of their DCE site. In addition, students will complete a defense of their capstone project with their Capstone Project Advisory Committee (CPAC).

Prerequisite: OCC 761. Offered: 45.

OCC 773 - Doctoral Capstone Experience I (5)

The Doctoral Capstone Experience (DCE) provides an in-depth experience for students to synthesize occupational therapy knowledge and utilize evidence-based practice as they complete their capstone project in one or more of the following focused areas of interest: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development. Students will complete their DCE in a variety of settings depending on their capstone topic which may include: clinical or community-based occupational therapy settings, educational institutions, state or national occupational therapy organizations, emerging practice areas, or administrative settings. The doctorate student will work closely in collaboration with the Capstone Project Advisory Committee (CPAC) to implement and evaluate the capstone project.

Prerequisite: OCC 761, OCC 762.

OCC 780 - Doctoral Capstone Experience II (6)

The Doctoral Capstone Experience (DCE) provides an in-depth experience for students to synthesize occupational therapy knowledge and utilize evidence-based practice as they complete their capstone project in one or more of the following focused areas of interest: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development. Students will complete their DCE in a variety of settings depending on their capstone topic which may include: clinical or community-based occupational therapy settings, educational institutions, state or national occupational therapy organizations, emerging practice areas, or administrative settings. The doctorate student will work closely in collaboration with the Capstone Project Advisory Committee (CPAC) to implement and evaluate the capstone project.

Prerequisite: OCC 771, OCC 773.

OCC 782 - Capstone (2)

The course involves preparation of a scholarly manuscript to synthesize capstone project implementation and outcomes from the Doctoral Capstone Experience. The manuscript will demonstrate the doctoral student's ability to contribute to occupational therapy knowledge base and demonstrate skills as a scholar and leader. The manuscript will include a critical analysis of the literature, clearly identified outcomes of capstone project implementation, professional reflections on learning, and recommendations for future development. In addition, a focus of the course will be dissemination of the capstone project as students create and deliver a professional poster presentation and final oral presentation.

Pass/Fail Course

Prerequisite: OCC 771; OCC 773; OCC 780. Offered: 30.

PA - PHYSICIAN ASSISTANT

PA 500 - Medical Science (3)

Provides foundational information in the following core medical sciences: biochemistry, immunology, microbiology, and human genetics. The basic knowledge needed to understand how the human body maintains health and responds to diseases are provided while human genetics covers patterns of inheritance, formulation of the family history, and genetic abnormalities and testing. Interpersonal and professional behaviors will be introduced in this course. Course delivery methods for teaching and learning include lectures and group activities.

PA 501 - Professionalism in Medicine I with Lab (1)

Examines PA professional practice from the history of the PA profession to current professional practice understanding and practicing intellectual honesty, academic and professional integrity and conduct, relationships between PAs, physicians, and other healthcare providers, personal wellness and recognizing and preventing clinician impairment and burnout, health policy and healthcare delivery systems, and developing and interpreting medical research are also illustrated. The lab integrates the practical application of the theoretical knowledge learned in the course. The course delivery methods for teaching and learning include web-based resources, discussion board, collaborative learning, professionalism, and a signature assignment.

PA 502 - Clinical Anatomy & Physiology I with Lab (6)

Establish an understanding of the relationships between the structures and functions of the human body. Mechanisms for maintaining homeostasis within the human body will be taught. Emphasis is placed on the relationship of normal structures and normal variants within an understanding to normal physiology. Basic physiology concepts, mechanisms, and principles of cellular, tissue, and organ are examined for application in clinical practice. Educational delivery is regional and system

based. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures to the body as a whole. Course delivery methods for teaching and learning include lecture and hands-on lab experiences to visualize normal organ structure.

PA 504 - Applied Anatomy & Physiology I with Lab (4)

Apply an understanding of the relationships between the structures and functions of the human body relevant to clinical practice. Emphasis is placed on gross, surface, and clinical anatomy, physiology, histology and pathophysiology, and the genetic and molecular mechanisms of disease. Educational delivery is based on organ systems and regional anatomy. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures that will help with physical examination techniques, clinical procedures, and diseases and conditions commonly found in primary care clinical medicine. Course delivery methods utilize 3-D anatomy virtual software, virtual cadaver and applications.

PA 506 - Patient Assessment & Counseling I with Lab (5.5)

Develops knowledge and skills required to obtain and document a complete medical history and physical examination. Observational and listening skills, appropriate equipment, proper techniques, and accurate medical documentation and terminology are used to document findings. Introduction to the medical record, oral presentations, writing and documentation skills for paper and electronic medical records (EMR) will be covered. History taking and physical examination learning covers human vitals, infectious disease, hematology, dermatology, HEENT, endocrine, and musculoskeletal.

PA 509 - Pharmacology & Pharmacotherapeutics I (3)

Provides instruction in pharmacology and pharmacotherapeutics as they pertain to patient counseling/education, prescriptions, non-prescriptions, and therapeutic agents. Explains general pharmacology principles, drug mechanisms of action, appropriate selection, and rationale use in the prevention and treatment of diseases across major classes of therapeutic agents. Medication management, understanding of pharmacodynamics, side-effects, and toxicities are taught with a focus on infectious disease, hematology, dermatology, HEENT, endocrine, and musculoskeletal.

PA 510 - Holistic Medicine & Patient Care I (7)

Demonstrates a system based comprehensive and integrative approach to the study of clinical medicine. Etiology, presentation and pathophysiology of disease, physical assessment, diagnosis, pharmacology and pharmacotherapy, diagnostic methods, treatment plan, and health promotion and disease prevention are discussed and applied. Foundational information is designed to develop an understanding of evolving biomedical sciences throughout the life span in emergent, acute, chronic, and rehabilitative encounters and the clinical application to history and physical examination. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include lectures and group activities, episodic video technology, and digital resources.

PA 511 - Clinical Diagnostics I (2.5)

Develops a functional understanding of diagnostic testing, selection, and ordering of laboratory and imaging studies used in medicine. Connects clinical presentation and disease process to selecting diagnostic studies. Learn to interpret and evaluate diagnostic tests and procedures within infectious disease, hematology, dermatology, HEENT, endocrine, musculoskeletal.

PA 513 - Holistic Medicine & Patient Care I Lab and Clinical Immersion (5.5)

Demonstrates knowledge and skills required to evaluate and diagnose patients via completion of person-centered comprehensive and focused history and physical examinations and diagnostic workups. Obtaining and documenting patient encounters, applying observational and listening skills, appropriate selection and use of diagnostic equipment, ordering, and interpreting diagnostic labs and imaging, and health promotion disease prevention are emphasized. Educational delivery is based on

organ systems covered in the course. Course delivery methods for teaching and learning include interactive lectures, small group activity and discussion, virtual and in-person simulation patient encounters, and facilitated labs. Every trimester the student will participate in an on-campus immersion experience facilitated by program faculty to discuss, demonstrate and develop skills and concepts.

PA 515 - Disease & Society I (4.5)

Intensive study on human disease (pathophysiology), disease prevention, and public health issues. Emphasis is placed on pathophysiology common to infectious disease, hematology, dermatology, HEENT, endocrine and musculoskeletal. Focuses on areas of clinical medicine including epidemiology, etiology, clinical manifestation, progression, therapeutic management, prevention, and prognosis. Builds on clinical reasoning and decision making with consideration, but not limited to, racial, ethnic, and socioeconomic health disparities. Course delivery methods for teaching and learning include lectures, small groups, and case studies.

PA 516 - Problem Based Clinical Application Lab I (1.5)

Illustrates the application of evidence-based clinical medicine and PA professional practice via simulated encounters with patients suffering morbidity, from presentation to management to documentation of patient care. Incorporates knowledge and skills gained in holistic medicine, holistic medicine lab, anatomy & physiology, and professionalism in medicine courses to comprehensive person-centered patient evaluation and management. Completing person-centered patient interviews, generating differential diagnoses, determining appropriate diagnostic workups, and all aspects of patient management are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include problem-based and team-based learning accompanied by digital lectures, case application studies, and journal club assignments.

PA 518 - Mental Health (3)

Focuses on the normal and abnormal psychological development and behavior across the life span. Basic counseling, patient education, coping skills, and motivational interviewing are instructed along with an understanding of pharmacotherapy treatments. Development of communication skills, prevention, and treatment plans for high-risk behaviors including stress, sexuality, response to illness or injury, abuse and violence, and end-of-life issues. Course delivery methods for teaching and learning include lecture, small groups, case studies, and unfolding case studies.

PA 521 - Clinical Anatomy & Physiology II with Lab (5.5)

Continues from Clinical Anatomy and Physiology I with Lab. Develops an understanding of the relationships between the structures and functions of the human body. Mechanisms for maintaining homeostasis within the human body will be taught. Emphasis is placed on the relationship of normal structures and normal variants with an understanding to normal physiology. Basic physiology concepts, mechanisms. and principles of cellular, tissue and organ are examined for application in clinical practice. Educational delivery is regional and system based. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures to the body as a whole. Course delivery methods for teaching and learning include lecture, and hands-on lab experiences to visualize normal organ structure.

PA 524 - Patient Assessment & Counseling II with Lab (5)

Builds on prior knowledge and skills obtained in earlier course. Develops knowledge and skills required to obtain and document a complete medical history and physical examination. Observational and listening skills, appropriate equipment, proper techniques, and accurate medical documentation and terminology are practiced to document findings. Continued learning about the medical record, oral presentations, writing and documentation skills for paper and electronic medical records (EMR) will be covered. History taking and physical examination learning covers neuro, pulmonary, cardiovascular, gastrointestinal, and renal.

PA 527 - Pharmacology & Pharmacotherapeutics II (3)

Continues advancing instruction on pharmacology and pharmacotherapeutics as they pertain to patient counseling/education, prescriptions, non-prescriptions, and therapeutic agents. General pharmacology principles, drug mechanisms of action, appropriate selection, and rationale use in the prevention and treatment of diseases across major classes of therapeutic agents are practiced. Medication management, understanding of pharmacodynamics, side-effects, and toxicities are taught with a focus on neuro, pulmonary, cardiovascular, gastrointestinal, renal.

PA 530 - Clinical Diagnostic II (1.5)

Continuation in developing a functional understanding of diagnostic testing and practicing selection and ordering of laboratory and imaging studies used in medicine. Connects clinical presentation and disease process to selecting diagnostic studies. Learn to interpret and evaluate diagnostic tests and procedures within neurology, pulmonary, cardiovascular, gastrointestinal, and renal.

PA 531 - Professionalism in Medicine II with Lab (1)

Examines PA professional practice including personal wellness, medical ethics, public health, and patient safety. Understanding and practicing, personal wellness and recognizing and preventing clinician impairment and burnout, implicit bias, codes of medical ethics, and case-based ethical decision making, violence identification and prevention, prevention of medical errors, quality improvement and risk management are explored in depth. The lab integrates the practical application of the theoretical knowledge learned in the course. The course delivery methods for teaching and learning include web-based resources, discussion board, collaborative learning, professionalism, and a signature assignment.

PA 533 - Disease & Society II (5.5)

Continues the intensive study on human disease (pathophysiology), disease prevention, and public health issues. Emphasis is placed on pathophysiology common to pulmonary, cardiovascular, gastrointestinal, and renal using a life span approach. Focuses on areas of clinical medicine including epidemiology, etiology, clinical manifestation, progression, therapeutic management, prevention, and prognosis. Practices clinical reasoning and decision-making with consideration, but not limited to, racial, ethnic, and socioeconomic health disparities.

PA 534 - Applied Anatomy & Physiology II with Lab and Clinical Immersion (4.5)

Illustrates understanding of the relationships between the structures and functions of the human body relevant to the physician assistant. Emphasis is placed on the relationship of normal structures and normal anatomical and physiological variants of surface anatomy, macroscopic and microscopic related structures and cells. Focuses on concepts, mechanisms, and principles of cells, tissue, and organs and features for application to clinical practice. Educational delivery is based on organ systems and regional anatomy. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures that will help with physical examination techniques and clinical procedures. Course delivery methods utilize 3-D anatomy virtual software and hardware, virtual cadaver and applications. On-campus immersion experience facilitated by program faculty to solidify learning and develop skills and concepts.

PA 536 - Patient Assessment & Counseling III with Lab (5)

Builds on prior knowledge and skills obtained in earlier course. Formulates knowledge and skills required to obtain and document a complete medical history and physical examination. Observational and listening skills, appropriate equipment, proper techniques, and accurate medical documentation and terminology are practiced to document findings. In-depth learning continues about the medical record, oral presentations, writing and documentation skills for paper and electronic medical records (EMR) will be produced. All previously learned material is practiced at a high-level of thinking required for entry to clinical education while also incorporating telemedicine techniques. History taking and physical examination skills cover genitourinary, women's health, pediatrics, geriatric, palliative care, emergency medicine, and surgery.

PA 539 - Pharmacology & Pharmacotherapeutics III (3)

Builds on continued advancement of instruction and application in pharmacology and pharmacotherapeutics as they pertain to patient counseling/ education, prescriptions, non-prescriptions, and therapeutic agents. Learned pharmacology principles, drug mechanisms of action, appropriate selection, and rationale use in the prevention and treatment of diseases across major classes of therapeutic agents are produced. Medication management, understanding of pharmacodynamics, side-effects, and toxicities are taught with a focus on genitournary, women's health, pediatric, emergency medicine, surgery, and/or geriatric/palliative care conditions, emergency medicine, and surgery. Specific mental health areas are further explored.

PA 540 - Holistic Medicine & Patient Care II (7)

Demonstrates a system based comprehensive and integrative approach to the study of clinical medicine. Etiology, presentation and pathophysiology of disease, physical assessment, diagnosis, pharmacology and pharmacotherapy, diagnostic methods, treatment plan, and health promotion and disease prevention are discussed and applied. Foundational information is designed to develop an understanding of evolving biomedical sciences throughout the life span in emergent, acute, chronic, and rehabilitative encounters and the clinical application to history and physical examination. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include lectures and group activities, episodic video technology, and digital resources.

PA 542 - Clinical Diagnostics III (1.5)

Builds on previous knowledge to continue developing and producing a functional understanding of diagnostic testing, selection, and ordering of laboratory and imaging studies used in medicine. Connects clinical presentation and disease process to selecting diagnostic studies. Interpretation and evaluation of diagnostic tests and procedures for genitourinary, women's health, pediatrics, pediatrics, geriatric, palliative care, emergency medicine, and surgery.

PA 543 - Holistic Medicine & Patient Care II Lab and Clinical Immersion (4.5)

Demonstrates knowledge and skills required to evaluate and diagnose patients via completion of person-centered comprehensive and focused history and physical examinations and diagnostic workups. Obtaining and documenting patient encounters, applying observational and listening skills, appropriate selection and use of diagnostic equipment, ordering and interpreting diagnostic labs and imaging, and health promotion and disease prevention are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include interactive lectures, small group activity and discussion, virtual and in-person simulation patient encounters, and facilitated labs. Every trimester the student will participate in an on-campus immersion experience facilitated by program faculty to discuss, demonstrate and develop skills and concepts.

PA 545 - Disease & Society III (6)

Builds on continued intensive study of human disease (pathophysiology), disease prevention, and public health issues. Emphasis is placed on pathophysiology common to genitourinary, women's health, pediatrics, geriatrics, palliative care, emergency medicine, and surgery using a life span approach. Focuses on areas of clinical medicine including epidemiology, etiology, clinical manifestation, progression, therapeutic management, prevention, and prognosis. Constructs clinical reasoning and decision-making with consideration, but not limited to, racial, ethnic, and socioeconomic health disparities. Course delivery methods for teaching and learning include lectures, small groups, and reverse case studies.

PA 548 - Evidence Based Medicine (1.5)

Provides evidence-based medicine and research instruction to establish the fundamentals for these topics. Includes evaluation and interpretation of medical literature toward application to patient care. Develops the critical evaluation and thinking when evaluating current and evolving medical knowledge and research for the prevention and treatment of disease(s) by using common databases to access medical literature. Fundamentals of research, statistics, interpretation of methodologies, sample methods, and the importance of medical ethics are discussed. Course delivery methods for teaching and learning include lecture and small groups activities.

PA 550 - Problem Based Clinical Application Lab II (1.5)

Illustrates the application of evidence-based clinical medicine and PA professional practice via simulated encounters with patients suffering comorbidity, from presentation to management to documentation of patient care. Incorporates knowledge and skills gained in holistic medicine, holistic medicine lab, anatomy & physiology, and professionalism in medicine courses to comprehensive person-centered patient evaluation and management. Completing person-centered patient interviews, generating differential diagnoses, determining appropriate diagnostic workups, and all aspects of patient management are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include problem-based and team-based learning accompanied by digital lectures, case application studies, and journal club assignments.

PA 551 - Physician Assistant Profession (2)

Introduces the profession of Physician Assistant, including its history, development, and current practice. The role of the PA across all aspects of medicine will be discussed with an emphasis on optimal team practice and lifelong professional development. Provides an overview of critical professional and clinical issues, such as licensing, credentialing, continued medical education, patient safety, quality improvement, risk management, medical ethics, insurance, legal liabilities, and personal wellness including prevention of impairment and burnout.

PA 554 - Clinical Skills & Preparation Lab (2)

Presents fundamental principles of clinical procedures and the techniques for performing critical skills pertaining to PA professional clinical practice. Instruction in clinical, technical, and intraoperative procedures and skills is facilitated in labs and simulations for essential medical procedures.

PA 558 - Behavioral Medicine with Lab (3)

Demonstrates a system based comprehensive and integrative approach to the study of behavioral medicine. Etiology, presentation and pathophysiology of psychological and psychiatric illness, physical assessment, diagnosis, psychopharmacology and psychopharmacotherapy, diagnostic methods, treatment plan, and health promotion and disease prevention are discussed and applied. Foundational information is designed to develop an understanding of evolving biomedical sciences throughout the life span as it specifically relates to the field of behavioral medicine. Course delivery methods for teaching and learning include lectures and group activities, episodic video technology, and digital resources.

PA 561 - Professionalism in Medicine III with Lab (1)

Examines PA professional practice including personal wellness, normal and abnormal development across the lifespan, human sexuality, death, dying and loss, patient response to stress, injury, and illness, and developing healthy coping mechanisms. The course provides professional preparation for the clinical phase of instruction. The lab integrates the practical application of the theoretical knowledge learned in the course. The course delivery methods for teaching and learning include

web-based resources, discussion board, collaborative learning, professionalism, and a signature assignment.

PA 564 - Applied Anatomy & Physiology III with Lab and Clinical Immersion (4)

Apply an understanding of the relationships between the structures and functions of the human body relevant to clinical practice. Emphasis is placed on gross, surface, and clinical anatomy, physiology, histology and pathophysiology, and the genetic and molecular mechanisms of disease. Educational delivery is based on organ systems and regional anatomy. Experiential laboratory learning emphasizes and reinforces the location, function, and anatomical relationship of organ systems and structures that will help with physical examination techniques, clinical procedures, and diseases and conditions commonly found in primary care clinical medicine. Course delivery methods utilize 3-D anatomy virtual software, virtual cadaver, and applications. The course includes an on-campus immersion experience facilitated by program faculty to solidify learning and develop skills and concepts.

PA 570 - Holistic Medicine & Patient Care III (7)

Demonstrates a system based comprehensive and integrative approach to the study of clinical medicine. Etiology, presentation and pathophysiology of disease, physical assessment, diagnosis, pharmacology and pharmacotherapy, diagnostic methods, treatment plan, and health promotion and disease prevention are discussed and applied. Foundational information is designed to develop an understanding of evolving biomedical sciences throughout the life span in emergent, acute, chronic, and rehabilitative encounters and the clinical application to history and physical examination. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include lectures and group activities, episodic video technology, and digital resources.

PA 573 - Holistic Medicine & Patient Care III Lab and Clinical Immersion (4.5)

Demonstrates knowledge and skills required to evaluate and diagnose patients via completion of person-centered comprehensive and focused history and physical examinations and diagnostic workups. Obtaining and documenting patient encounters, applying observational and listening skills, appropriate selection and use of diagnostic equipment, ordering, and interpreting diagnostic labs and imaging, and health promotion and disease prevention are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include interactive lectures, small group activity and discussion, virtual and in-person simulation patient encounters, and facilitated labs. Every trimester the student will participate in an on-campus immersion experience facilitated by program faculty to discuss, demonstrate and develop skills and concepts.

PA 576 - Problem Based Clinical Application Lab III (1.5)

Illustrates the application of evidence-based clinical medicine and PA professional practice via simulated encounters with patients suffering multimorbidity, from presentation to management to documentation of patient care. Incorporates knowledge and skills gained in holistic medicine, holistic medicine lab, anatomy & physiology, and professionalism in medicine courses to comprehensive person-centered patient evaluation and management. Completing person-centered patient interviews, generating differential diagnoses, determining appropriate diagnostic workups, and all aspects of patient management are emphasized. Educational delivery is based on organ systems covered in the course. Course delivery methods for teaching and learning include problem-based and team-based learning accompanied by digital lectures, case application studies, and journal club assignments.

PA 580 - Health Communications (1.5)

Develops person-centered communication and interpersonal skills to promote optimal patient care and management. Skills of motivational interviewing, delivering difficult news, counseling and educating patients, and understanding social determinants of health are emphasized in addition to

interprofessional team-based care. Course delivery methods for teaching and learning include lectures and small groups, virtual case studies, and online patient and provider resources.

PA 590 - Clinical Preparation Skills Lab with Clinical Immersion (2.5)

Demonstrates current and relevant clinical procedures and technical skills pertaining to PA professional practice. Students practice and perform the technical skills and procedures on task trainers, models, and computer simulations in preparation for supervised clinical experiences and clinical practice. Students will participate in a one week on-campus immersion experience facilitated by program faculty to discuss, demonstrate, and develop skills and concepts.

PA 600 - Clinical Experience - Family Medicine (4.5)

Provides clinical experiences with manifestations of common diseases and chronic illness. The emphasis is on providing care to patients throughout the life span, from adolescent through elderly and disease prevention as well as the initial and ongoing treatment of primary care disorders. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 603 - Clinical Experience - Internal Medicine (4.5)

Provides clinical experiences that focus on the medicine that treats diseases in adult and elderly patients of various organ systems by other than surgical means. The emphasis is on adult and elderly illnesses and lifetime continuity of care through health promotion, disease prevention, and evidence-based medical therapy. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 606 - Clinical Experience - Emergency Medicine (4.5)

Provides clinical experiences with diagnosis and treatment of patients presenting to the emergency department with acute health issues. In this often-critical care environment, problem solving and the need to rapidly assess patients with a variety of presentations is essential. Includes exposure to the practice of utilizing emergency departments both for ambulatory care and primary care. Explores various types of medical and surgical conditions that are present in a modern-day emergency department. A generalist approach to providing emergency care along with injury prevention is explored. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 609 - Masters Project I (1.5)

Develops competence with the research process in support of evidence-based medicine, patient-centric care, and the changing nature of innovations in clinical practice. Experiences with the research process include problem identification, literature review, framing research questions, and project design. Part one of a three-part course series focusing on topic selection, research question creation, a preliminary medical research review, and the project design framework. The culminating Capstone Masters Project (PA 639) requires scholarly inquiry and presentation of findings specific to a relevant medical issue that aligns with one of the high priority topics in the National Physician Assistant Research Agenda and/or National Institute of Health (NIH-Wide Strategic Plan). Course delivery methods for teaching and learning include weekly discussions, reading assignments, and project related assignments.

PA 612 - Art of Care I (1.5)

Analyzes clinical experiences through a seminar, debrief approach. Provides opportunities to discuss the actions and thought processes involved in particular patient care situations, encourages reflection on those actions and thought processes, and incorporates improvement plans for future performance. Assists with the national certification preparation, state license processes, and employment navigation.

Course delivery methods for teaching and learning include guided discussion forums, presentations, and a variety of active learning class activities.

PA 615 - Clinical Experience - Women's Health (4.5)

Provides clinical experiences with issues in women's health through the lifespan. Areas of exposure include prenatal care, reproductive endocrinology, gynecology, gynecologic oncology, family planning, and other aspects of women's health. The basic operations of obstetrics and gynecology are explored to allow a fundamental understanding of the technical procedures involved. Some rotations may include delivery participation; however, this is not required. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 618 - Clinical Experience - Pediatric Medicine (4.5)

Provides clinical experiences with pediatric problems and disease, including common illnesses of childhood, congenital and acquired processes, normal and pathological developmental achievements and psychosocial issues. This rotation may include care delivered in inpatient or outpatient settings. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 621 - Clinical Experience - Behavioral Medicine (4.5)

Provides clinical experiences with evaluation, diagnosis, and treatment of acute and chronic psychiatric disorders. This rotation may be conducted in an inpatient or outpatient setting. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 624 - Masters Project II (1.5)

Expands knowledge of practical application through the research process in support of evidence-based medicine, patient-centric care, and the changing nature of innovations in clinical practice. Builds on the conceptual framework and medical literature review in PA 609 Master Project I with experiences focused on data collection and interpretation. Part two of a three-part course series focusing on data analysis, creation of an annotated bibliography, and reflection on the project design based on their discoveries. The culminating Capstone Masters Project (PA 639) requires scholarly inquiry and presentation of findings specific to a relevant medical issue that aligns with one of the high priority topics in the National Physician Assistant Research Agenda and/or National Institute of Health (NIH-Wide Strategic Plan). Course delivery methods for teaching and learning include weekly discussions, reading assignments, and project related assignments.

PA 627 - Art of Care II (1.5)

Synthesizes clinical experiences through a seminar, debrief approach. Provides opportunities to discuss the actions and thought processes involved in patient care situations, decisions, and outcomes. Encourages personal reflection to create professional improvement plans. Assists with the national certification preparation. Includes evaluation of student developing knowledge, clinical skills and professional competencies.

PA 630 - Clinical Experience - Surgery (4.5)

Provides clinical experiences in the area of medicine that deals with the manual and operative procedures for the correction of deformities, injuries, and diseases. The surgery rotation must include a component of inpatient surgical management, pre-operative, intra-operative, and post-operative care. Many surgical techniques are experienced. Suturing, anesthesia, and major and minor surgery specific to various body regions are taught through experiences with patients. New innovations in laser therapy and laparoscopic techniques are evaluated. Included are pre- and postoperative evaluation and care of the patient. Surgical procedures, techniques, and instruments are explored. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 633 - Clinical Experience - SCPE Elective (4.5)

Provides clinical experiences in a specific area of interest. Areas of interest are chosen from a variety of specialties or subspecialties. The elective rotation provides opportunities to recognize conditions treatable by a specialist for an enhanced ability to refer patients appropriately and/or work in a supportive role with a specialist. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

PA 636 - Clinical Experience - Advanced Topics (3)

Provides clinical experience discussion of practice-ready, current healthcare topics to include patient-centric diagnostic and treatment advances and innovations. Focuses on approaches to enhance and improve patient care. Course delivery methods for teaching and learning include presentations and group activities.

PA 639 - Capstone Masters Project (1.5)

Explores experiences with the practical application of the research process in support of evidence-based medicine, patient-centric care, and the changing nature of innovations in clinical practice. Brings the PA 609 Masters Project I and PA 624 Masters Project II assignments to the culminating Capstone Masters Project. Presentations of the findings are expected in written and verbal formats as a demonstration of a professional perspective of a relevant medical issue. Emphasis is on communication competence with clinical reasoning and problem-solving related to the role of the Physician Assistant. Includes project presentation to the medical and academic communities during the PA Showcase. Course delivery methods for teaching and learning include group discussions, viewing recorded content, and faculty advisement / feedback.

PA 642 - Art of Care III (1.5)

Synthesizes clinical experiences through a seminar, debrief approach. Provides opportunities to discuss the actions and thought processes involved in patient care situations, decisions, and outcomes. Encourages personal reflection to create professional improvement plans. Assists with the national certification preparation. Includes evaluation of competencies required for entry-level practice to include, medical knowledge, clinical reasoning and problem-solving abilities, clinical and technical skills, interpersonal skills, and professional behaviors in a summative assessment.

PA 660 - Advanced Clinical Seminar I (1.5)

Illustrates current clinical practice guidelines in preparation for PA professional practice relevant to substance use disorders, personal wellness and recognizing and preventing clinician impairment and burnout, social determinants of health, and the business of medicine. Ethical principles, patient advocacy, billing and coding, risk management, and best practices related to addressing social determinants of health are also covered Course delivery methods for teaching and learning include certification modules, team-based discussion boards, and presentations.

PA 662 - Family Medicine Supervised Clinical Practice* (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of family medicine. The emphasis is on providing primary care to patients throughout the lifespan, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the family medicine practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 664 - Certification Preparation I (1.5)

Demonstrates continuous practice and preparation for the Physician Assistant National Certification Examination (PANCE). Assists with national certification preparation and PA Professional topics. Course delivery methods for teaching and learning include guided question practice, discussion forums, and certification, licensure, and professional practice preparation assignments.

PA 668 - Internal Medicine Supervised Clinical Practice* (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of internal medicine. The emphasis is on providing care to adult and elderly patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the internal medicine practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 670 - Advanced Clinical Seminar II (1.5)

Illustrates current clinical practice guidelines in preparation for PA professional practice relevant to violence identification and prevention, personal wellness, and recognizing and preventing clinician impairment and burnout, patient advocacy and practice-based improvement. Ethical principles, patient advocacy, billing and coding, risk management, and best practices related to addressing child abuse, intimate partner violence, elder abuse, and human trafficking are also covered Course delivery methods for teaching and learning include certification modules, team-based discussion boards, and presentations.

PA 672 - Pediatric Supervised Clinical Practice* (4)

Provides direct patient care clinical experiences specific to the practice of pediatric medicine. The emphasis is on providing primary care to infant, child, and adolescent patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the pediatric medicine practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 674 - Certification Preparation II (1.5)

Demonstrates continuous practice and preparation for the Physician Assistant National Certification Examination (PANCE). Assists with national certification preparation and PA Professional topics. Course delivery methods for teaching and learning include guided question practice, discussion forums, and certification, licensure, and professional practice preparation assignments.

PA 678 - Women's Health Supervised Clinical Practice* (4)

Provides direct patient care clinical experiences specific to the practice of women's health medicine. The emphasis is on providing prenatal and gynecological care to adolescent, adult, and elderly patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the women's health care practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 680 - Advanced Clinical Seminar III with Clinical Immersion (2)

Illustrates current clinical practice guidelines in preparation for PA professional practice relevant to death, dying, and loss, hospice and palliative care, personal wellness, and recognizing and preventing clinician impairment and burnout, and quality improvement. Ethical principles, patient advocacy, billing and coding, risk management, and best practices related to hospice and palliative care are also covered. The course also includes the program's on-campus summative evaluations. Course delivery methods for teaching and learning include certification modules, team-based discussion boards, and presentations.

PA 682 - Behavioral Medicine Supervised Clinical Practice* (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of behavioral medicine/psychiatry. The emphasis is on providing care to patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the behavioral medicine/psychiatry practice setting. Course delivery methods for

teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 684 - Certification Preparation III (1.5)

Demonstrates continuous practice and preparation for the Physician Assistant National Certification Examination (PANCE). Assists with national certification preparation and PA Professional topics. Course delivery methods for teaching and learning include guided question practice, discussion forums, and certification, licensure, and professional practice preparation assignments.

PA 686 - Surgery Supervised Clinical Practice* (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of surgical medicine. The emphasis is on providing perioperative care to patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the surgical medicine practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 688 - Emergency Medicine Supervised Clinical Practice* (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to the practice of emergency medicine. The emphasis is on providing care to patients throughout the lifespan, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the emergency department practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 690 - Supervised Clinical Practice Electives* (8)

PA 690E - Supervised Clinical Practice Experience Elective I (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to an elective medical practice area. The emphasis is on providing care to patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the specific elective practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 692E - Supervised Clinical Practice Experience Elective II (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to an elective medical practice area. The emphasis is on providing care to patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the specific elective practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PA 694E - Supervised Clinical Practice Elective III - Virtual Health (4)

Provides direct patient care clinical experiences, under the supervision of a clinical preceptor, specific to an elective virtual health practice area. The emphasis is on providing care to patients, including the evaluation and management of patients presenting with conditions and illnesses commonly seen in the specific virtual health elective practice setting. Course delivery methods for teaching and learning include hands-on clinical experiences with direct patient care and preceptor/clinician formative feedback and evaluations.

PATH - PATHOPHYSIOLOGY

PATH 370 - Pathophysiology (3)

Provides a comprehensive approach to diseases based on physiological concepts. Students will learn to differentiate acute versus chronic compensatory mechanisms in response to disturbances of homeostasis in major body systems, and both physical and chemical stressors. GE Competency Area: G

Prerequisite: ANAT 260, PHYS 261, CHEM 280, and MICR 290, or the equivalent; MICR 290 may be taken concurrently for Nursing (ADN), Associate Degree. Offered: 45.

PH - PUBLIC HEALTH

PH 100 - Introduction to Public Health (3)

This course introduces students to the Public Health field, focusing on concepts and practices applied domestically and abroad. The course will provide learners insight into the importance of disease prevention and health promotion and sustainable population-based health care methods. Additionally, essential public services and emergency management will be addressed.

PH 200 - Software Applications (3)

This course offers an overview and application of a variety of software tools used in the field of public health. Students will be offered practical experience in using these applications to present the history, philosophy, core values, concepts, and functions across the globe and in society of public health as well as present the basic concepts, methods, and tools of public health data collection, use, and analysis.

PH 300 - Public Health Cultural Competency (3)

This course examines issues of human diversity in relation to race, ethnicity, culture, nationality, religion, sexual orientation, gender identity, and ability and their relationship to health disparities. Students will explore approaches to cultural competency in addressing health disparities with a focus on assessment of cultural factors that influence the population's use of the healthcare system, identifying areas of potential conflict between the population and health professionals, and the use of knowledge to create culturally competent public health programs and interventions.

PH 310 - Health Policy and Management (3)

This is an introductory course designed to familiarize students to the structures, systems, and policies of health care delivered worldwide. Students will increase their knowledge and skills to analyze health care issues in relation to the characteristics and organizational structures of the US health system, as well as legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government.

PH 320 - Social Determinants of Health (3)

The aim of this course is to introduce students to core concepts of social determinants and provide an overview of how they influence the health of individuals, communities, and populations. Students will also assess how they impact human health and contribute to disparities over a life course.

PH 330 - Nutrition (3)

The aim of this course is to introduce students to the field of nutritional health science and the connection to effective commitment and promotion of public health. Students will evaluate the

underlying science of human health and disease including opportunities for promoting and protecting health across the life course.

PH 340 - Health Promotion/Health Psychology and Human Behavior (3)

This course analyzes concepts in health-related motivation and behavior in relation to psychological, social, ecological, and economic theories and how they impact and contribute to health disparities. Students will be offered practical experience on the application of behavioral and behavior change theory, and features of project implementation, in designing health education and promotion programs and interventions.

PH 400 - Public Health Communication (3)

This course provides practical experience in a variety of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

PH 410 - Professional Writing in Public Health (3)

This course provides practical experience in a variety of public health-specific professional writing, including grant-writing, scientific writing, and communications with public health professionals.

PH 420 - Environmental Health (3)

The aim of this course is to introduce students to the field of environmental health and the connection to effective commitment and promotion of public health. Students will evaluate the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.

PH 430 - Planning Public Health Programs (3)

Students will be offered practical experience on the application of the features of project implementation in designing health education and promotion programs and interventions. Additionally, students will be offered practical experience in relation to the methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice and project implementation.

PH 440 - Biostatistics (3)

This introductory course is designed to familiarize students with the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.

PH 450 - Capstone (3)

The capstone course is a method for summative evaluation of student in the public health program. A final project will serve as the culminating in-depth experience where students will be provided the opportunity to integrate all their learning from their academic career in a comprehensive manner. Students will complete a final oral and written research based project which extensively addresses a public health issue and proposes a reasonable and detailed solution.

PH 500 - Foundations of Public Health (3)

This course establishes fundamental concepts, principles, and strategies used to promote the health of diverse populations. The course introduces and investigates the history, critical issues, function, and context of public health, community health and health systems, and specialized careers in the field.

Offered: 45.

PH 510 - Health Promotion and Social & Behavioral Health Sciences (4)

This course provides a framework of the social and behavioral aspects of public health and the application in health promotional programs. It examines the complex web of factors influencing behavior, comparing and contrasting the relationships between behavior and health issues in the community, school, workplace, global and high risk populations.

Offered: 60.

PH 511 - Health Promotion and Social & Behavioral Health Sciences (3)

This course provides a framework of the social and behavioral aspects of public health and the application in health promotional programs. It examines the complex web of factors influencing behavior, comparing and contrasting the relationships between behavior and health issues in the community, school, workplace, global and high risk populations.

PH 515 - Cultural Diversity & Health Disparities in Public Health (3)

This course will define culture, discover the intersection of culture with health concerns, identify global and domestic efforts beneficial to understanding the cultural processes, investigate research methods useful in identifying relationships contrasting culture and health. It will also examine three major health concerns associated with cultural factors and their implications; HIV/AIDS, youth violence, and obesity.

Offered: 45.

PH 520 - Biostatistics (4)

An introduction to applied biostatistics within the public health domain, investigating fundamental methods and concepts of biostatistics along with collection of the basic tools required to present, analyze, and summarize data within the multi-faceted area of public health.

Offered: 60.

PH 521 - Biostatistics (3)

An introduction to applied biostatistics within the public health domain, investigating fundamental methods and concepts of biostatistics along with collection of the basic tools required to present, analyze, and summarize data within the multi-faceted area of public health.

PH 525 - Program Development and Evaluation- Applied Practice Experience (3)

This course presents the methods of population-based needs to plan and evaluate health education and promotion programs. The course integrates various skills including: needs assessment, behavioral and educational assessment, and process, impact, and outcome assessment methods. This course fulfills the required Applied Practice Experience (APE) component of any Council on Education for Public Health (CEPH)- accredited MPH program.

PH 535 - Environmental and Occupational Health (4)

Investigates the multidisciplinary field of environmental and occupational public health, and examines an array of environmental risks and circumstances, their interplay with human health and well-being, and their relevance to the effective assurance and promotion of public health. Home, workplace, community, regional, and global concerns are explored, with special emphasis on environmental health concerns related to economic, social, and other indicators of health.

Offered: 60.

PH 536 - Environmental and Occupational Health (3)

Investigates the multidisciplinary field of environmental and occupational public health, and examines an array of environmental risks and circumstances, their interplay with human health and well-being,

and their relevance to the effective assurance and promotion of public health. Home, workplace, community, regional, and global concerns are explored, with special emphasis on environmental health concerns related to economic, social, and other indicators of health.

PH 540 - Special Topics in Epidemiology (3)

This course is designed to provide students with the understanding and training in the methods and topics specific to the discipline of epidemiology. Students will learn about and how to apply important and commonly used statistical methods in epidemiology. Topics will include: infectious disease epidemiology, chronic disease epidemiology, social epidemiology, and environmental epidemiology.

PH 545 - Leadership Principles and Policies in Public Health (4)

An exploration of leadership basics, styles and practices, interfaces management and leadership, investigates systems and complexity perspectives, and identifies the five levels of effective leadership within the public health system. Leadership roles in the formation of public policies and laws designed to protect and promote healthy practices across all populations will also be addressed.

Offered: 60.

PH 546 - Leadership Principles and Policies in Public Health (3)

An exploration of leadership basics, styles and practices, interfaces management and leadership, investigates systems and complexity perspectives, and identifies the five levels of effective leadership within the public health system. Leadership roles in the formation of public policies and laws designed to protect and promote healthy practices across all populations will also be addressed.

PH 550 - Global Family Health (4)

This course dissects historical and modern day family health issues, and the policies designed to improve the health, well-being, and quality of life for human beings throughout the world. Contemporary and critical global health concerns, including infectious diseases, nutrition, healthcare, environmental health changes, and health equalities, will be addressed.

Offered: 60.

PH 551 - Global Family Health (3)

This course dissects historical and modern day family health issues, and the policies designed to improve the health, well-being, and quality of life for human beings throughout the world. Contemporary and critical global health concerns, including infectious diseases, nutrition, healthcare, environmental health changes, and health equalities, will be addressed.

PH 560 - Infectious Diseases (3)

This lecture course focuses on infectious disease epidemiology and prevention of disease with a primary focus on specific pathogens, outbreaks, transmission, techniques for prevention and control, integrating interventions and understanding the history, politics, and natural cultural effects of infectious diseases within the public health system.

Offered: 45.

PH 565 - Public Health Capstone (4)

This course helps students develop the skills needed to create an individual strategic program including planning and evaluation within a public health care setting. Hands-on activities will involve designing and presenting research and evaluation methods, use of federal funding standards along with problem solving tools applying field research methods. Each student will participate in an in-depth case-based project derived from public health settings within their academic and professional specialization, applying and integrating the knowledge and skills acquired throughout the program to

further develop key professional competencies. The Capstone Experience provides the opportunity to demonstrate mastery of knowledge gained within the program.

Offered: 60.

PH 566 - Integrated Learning Experience (3)

This lecture course fulfills the required Integrated Learning Experience (ILE) component of any Council on Education for Public Health (CEPH)-accredited MPH program. Students are required to utilize their knowledge gained from previous MPH coursework and a review of evidence-based literature to create a high-quality, written document that addresses a hypothetical, local public health problem with an intervention that requires funding (e.g., a grant proposal). The document provides students with the opportunity to demonstrate mastery and integration of at least three CEPH competencies. Students also create a social media profile that reflects and appropriately frames their professional and personal experience.

PHAR - PHARMACY - GROUND

PHAR 501 - Co-Curricular Experience I (0)

The co-curriculum course engages the students in activities that complement the academic learning experience. The School of Pharmacy requires all graduates to develop attributes that support professional development, leadership, and innovation/entrepreneurship. Activities may include but are not limited to community outreach, advocacy for the profession, and service learning.

Offered: 0.

PHAR 502 - Co-Curricular Experience II (0)

The co-curriculum course engages the students in activities that complement the academic learning experience. The School of Pharmacy requires all graduates to develop attributes that support professional development, leadership, and innovation/entrepreneurship. Activities may include but are not limited to community outreach, advocacy for the profession, and service learning.

Prerequisite: PHAR 501. Offered: 0.

PHAR 503 - Co-Curricular Experience III (0)

The co-curriculum course engages the students in activities that complement the academic learning experience. The School of Pharmacy requires all graduates to develop attributes that support professional development, leadership, self-awareness, and innovation/entrepreneurship. Activities may include but are not limited to community outreach, advocacy for the profession, and service learning.

Prerequisite: PHAR 502. Offered: 0.

PHAR 601L - Longitudinal Skills Lab I (1)

This course is the first in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated way. Longitudinal Skills Lab I provides a hands-on introduction to non-sterile compounding with an emphasis on extemporaneous preparation of solid, semi-solid, and liquid dosage forms. Pharmaceutical calculations are practiced, and students start to develop patient consultation skills pertaining to prescription and over the counter therapeutics, demonstrate immunization techniques and vital signs assessment.

Prerequisite: PHAR 635. Corequisite: PHAR 635, 639, 641.

PHAR 602L - Longitudinal Skills Lab II (1)

This course is the second in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. Longitudinal Skills Lab II provides students with a hands-on introduction to aseptic techniques. Patient counseling and interviewing skills pertaining to prescription, over the counter therapeutics, and tobacco cessation are practiced and further developed to enhance clinical skills. Longitudinal Skills Lab II also emphasizes critique and evaluation of scientific papers.

Prerequisite: PHAR 601L. Corequisite: PHAR 636.

PHAR 635 - Pharmaceutics I (3)

This course introduces the principles and technologies applied in the preparation of various pharmaceutical dosage forms. It entails the application of physical and chemical characteristics of active ingredients and excipients to the design, development, formulation, stabilization, and quality control of pharmaceutical dosage forms. This course also presents the compendial methods of evaluation of different dosage forms. Regulations and standards governing manufacturing of pharmaceuticals are also introduced in this course.

Corequisite: PHAR 601L. Offered: 4.

PHAR 636 - Pharmaceutics II (3)

This course builds on the foundation established in Pharmaceutics I. It addresses biological and physiochemical factors that influence drug absorption, distribution, metabolism, and excretion. Other topics include principles of bioavailability and bioequivalence, sterile product compounding and calculations as well as novel drug delivery systems.

Prerequisite: PHAR 635. Corequisite: PHAR 602L. Offered: 79.

PHAR 637 - Biosystems I (4)

This course examines the hierarchies that define the structure and function of the human body. Fundamental concepts of anatomy, physiology, biochemistry and cell biology are discussed. An overview of storage and transfer of cellular information is also provided. Throughout the course, there is an emphasis on integration of physical, chemical, and biological concepts that serve as the foundation for pharmacological and pathophysiological principles considered later in the curriculum.

Offered: 4 Semester Credits.

PHAR 638 - Biosystems II (4)

This course builds on the foundation established in Biosystems I. A strong emphasis is placed on cellular metabolism, maintenance of cellular homeostasis, and the interplay between host-defense and pathogenic agents. The role that ontogenesis plays in defining the structural and functional features of the adult organism is also discussed. Throughout the course there is a strong emphasis on integration of physical, chemical and biological concepts that serve as the foundation for pharmacological and pathophysiological principles considered later in the curriculum.

Prerequisite: PHAR 637. Offered: 45.

PHAR 639 - Pharmacy Practice Foundations I (5)

This course introduces basic principles of community pharmacy practice, foundation of self-care therapeutics, cultural competence and patient-centered care. Basic concepts of law, ethics, Medicare Part D, and patient assessment skills are introduced to develop a foundation for students before entering Introductory Pharmacy Practice Experiences (IPPEs). Students complete the APhA Pharmacy-Based Immunization Program. Finally, students are introduced to the theories and principles of interpersonal communication in health care.

Prerequisite: PHAR 601L. Offered: 45.

PHAR 640 - Pharmacy Practice Foundations II (4)

This course continues to build on self-care therapeutics concepts introduced in Pharmacy Practice Foundations I, including vitamins, supplements, and tobacco cessation treatment. Students learn to distinguish signs and symptoms of common self-treatable diseases from exclusions that require referral to higher levels of healthcare. It reviews pharmacological and non-pharmacological preventive measures and treatments of these conditions in depth. This course presents strategies for engaging in effective communication and utilization of motivational interviewing with patients. Students also engage with other healthcare professions such as Occupational Therapy and Physical Therapy to develop interprofessional values, ethics, roles and responsibilities, teamwork, and communication skills.

Prerequisite: PHAR 639. Corequisite: PHAR 602L. Offered: 45.

PHAR 641 - Evidence Based Practice (3)

This course provides students with a foundation in the fundamental principles of evidence-based practice, drug literature evaluation, clinical-research design and methodology, ethical principles guiding clinical research, basic statistical methods, and data analysis. Students are introduced to commonly utilized drug information resources that are available both in print and in electronic format. The knowledge gained lays the foundation for students to critique study design, interpret study results, evaluate study conclusions and appraise primary literature.

PHAR 642 - Principles of Drug Action (4)

This course provides students with the scientific knowledge base pertaining to molecular mechanism of drug action. This includes conceptual understanding of the physicochemical properties of drug molecules, structure activity relationships, drug metabolism and response, receptor theory, drug-receptor interactions, principles of drug toxicity, and drug-drug interaction. Students are also introduced to the autonomic nervous system, medicinal chemistry and pharmacology of autonomic drugs in order to provide a foundation for understanding patient-centered therapeutic approaches.

Prerequisite: PHAR 637. Offered: 45.

PHAR 699A - IPPE I- Community Practice (3)

This course series introduces practical aspects of community pharmacy practice. Topics include, but not limited to: interpreting and evaluating patient information and prescription orders, patient interviewing/information gathering, prescription processing and preparation/filling of both extemporaneous compounds and proprietary medications, patient consultation and education, inventory control and management, pharmacy operations and management, compliance with regulatory requirements (State Board of Pharmacy, DEA, etc.), communication with pharmacy personnel as well as insurance companies (third party billing, Prior Authorizations etc.) and physician offices, triaging and assessing patients seeking self-care therapy, performing calculations related to prescription compounds and medication dosing based on established dosing guidelines, documentation of patient interventions and Medication Therapy Management, responding to drug information inquiries, and providing immunizations. This element of the series focuses on internship experiences.

Prerequisite: None. Offered: 135.

PHAR 699B - Experiential Reflection and Professional Development I (0)

This course series introduces practical aspects of community pharmacy practice. Topics include, but not limited to: interpreting and evaluating patient information and prescription orders, patient interviewing/information gathering, prescription processing and preparation/filling of both extemporaneous compounds and proprietary medications, patient consultation and education, inventory control and management, pharmacy operations and management, compliance with regulatory requirements (State Board of Pharmacy, DEA, etc.), communication with pharmacy personnel as well as insurance companies (third party billing, Prior Authorizations etc.) and physician offices, triaging and assessing patients seeking self-care therapy, performing calculations related to

prescription compounds and medication dosing based on established dosing guidelines, documentation of patient interventions and Medication Therapy Management, responding to drug information inquiries, and providing immunizations. This element of the series focuses on preparation and professional development.

Prerequisite: None. Offered: 135.

PHAR 699C - Experiential Reflection and Professional Development II (0)

This course series introduces practical aspects of community pharmacy practice. Topics include, but not limited to: interpreting and evaluating patient information and prescription orders, patient interviewing/information gathering, prescription processing and preparation/filling of both extemporaneous compounds and proprietary medications, patient consultation and education, inventory control and management, pharmacy operations and management, compliance with regulatory requirements (State Board of Pharmacy, DEA, etc.), communication with pharmacy personnel as well as insurance companies (third party billing, Prior Authorizations etc.) and physician offices, triaging and assessing patients seeking self-care therapy, performing calculations related to prescription compounds and medication dosing based on established dosing guidelines, documentation of patient interventions and Medication Therapy Management, responding to drug information inquiries, and providing immunizations. This element of the series focuses on reflection and professional development.

Prerequisite: None. Offered: 135.

PHAR 701L - Longitudinal Skills Lab III (1)

This course is the third in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. Students will apply their knowledge of pharmacotherapy through the use of clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Additional opportunities to practice and reinforce skills to an intermediary level such as patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature, are provided to augment the clinical skills needed for management of various disorders.

Prerequisite: PHAR 602L. Corequisite: PHAR 735, PHAR 737.

PHAR 702L - Longitudinal Skills Lab IV (1)

This course is the fourth in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. Students apply their knowledge of pharmacotherapy to clinical scenarios based on disease states covered in IPC courses. Additional opportunities to practice and demonstrate skills addressed in prior Skills Labs, such as patient assessments, calculations, patient counseling, use of point of care devices, and literature evaluation activities are provided to further increase clinical skills vital in the management of various disorders.

Prerequisite: PHAR 701L. Corequisite: PHAR 740, PHAR 742, PHAR 744.

PHAR 735 - IPC Cardiopulmonary and Renal I (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with fluid, electrolyte, and renal disorders. The course introduces the pathophysiology of these conditions, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patient, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 638, PHAR 640, PHAR 642. Corequisite: PHAR 701L. Offered: 45.

PHAR 736 - U.S. Healthcare and Public Health (3)

This course aims to provide students with an overview of healthcare and public health in the United States. Topics include care delivery, policy, financing, and the workforce. The course introduces the role of pharmacists in the health care system, such as the pharmaceutical industry, pharmacy benefit management, and government. Core areas of public health are discussed including epidemiology, determinants of health, and principles of health promotion and disease prevention as they apply to patient care and role of pharmacists. Students compare and contrast micro versus macro levels of public health and identify individual and population-based interventions that impact diverse patients and populations.

Offered: 30.

PHAR 737 - IPC Cardiopulmonary and Renal II (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with respiratory and cardiovascular diseases. The course introduces the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of the patient, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 638, PHAR 640, PHAR 642. Corequisite: PHAR 701L. Offered: 60.

PHAR 738 - Pharmacogenomics and Biotechnology (2)

This course is designed to introduce the theory and practice of pharmacogenomics and biotechnology. The genetic basis of variability in drug response can contribute to drug efficacy and toxicity, adverse drug reactions, and drug-drug interactions. The rationale for biotechnology-driven products and the main methods used to deliver and target biological drugs are discussed in this course as well as important concepts associated with biotechnology product handling, storage, and administration.

Offered: 30.

PHAR 739 - Pharmacokinetics (4)

This course focuses on pharmacokinetic principles and their application to individualized drug therapy. This course begins by discussing the physiological and mathematical principles of pharmacokinetics and the relationship between pharmacokinetics and pharmacodynamics. The course also emphasizes the application of pharmacokinetics to clinically relevant problems.

Prerequisite: PHAR 635, PHAR 636. Offered: 75.

PHAR 740 - IPC Cardiopulmonary and Renal III (3)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with advanced cardiovascular diseases. The course expands on the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 735, PHAR 737. Corequisite: PHAR 702L. Offered: 120.

PHAR 741 - Institutional Pharmacy Practice (3)

This course introduces administrative, clinical, and distributive functions of a pharmacist in an institutional setting and examines the selection and use of technology for organizing, analyzing and managing information in health care settings and the role regulatory bodies in regard to patient safety. Students are also introduced to management and leadership concepts as they relate to institutional pharmacy practice. The role of pharmacists in implementation, maintenance and use of informatics in the hospital setting (e.g. Computerized Prescriber Order Entry, Barcode Medication Administration, and Electronic Health Record) to improve patient safety as well as benefits and current constraints of these systems are explored.

Offered: 45.

PHAR 742 - IPC Endocrine (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with endocrine diseases. The course expands on the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 735, PHAR 737. Corequisite: PHAR 702L. Offered: 60.

PHAR 744 - IPC GI Nutrition (3)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with gastrointestinal disorders and nutritional needs. The course expands on the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 735, PHAR 737. Corequisite: PHAR 702L. Offered: 60.

PHAR 798A, B and C - Interprofessional Education (Simulation) I (1)

This course series provides students with interprofessional experiences including but not limited to utilizing simulated patient cases, high fidelity mannequins and/or standardized patients. Students apply their knowledge and skills while engaging with peers in other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on interprofessional experiences to learn about, from and with other healthcare professionals.

Prerequisite: None. Offered: 45.

PHAR 798B - IPE Competencies I (0)

This course series provides students with interprofessional experiences including but not limited to utilizing simulated patient cases, high fidelity mannequins and/or standardized patients. Students apply their knowledge and skills while engaging with peers in other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone

IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on preparation and development of interprofessional competencies.

Offered: 45.

PHAR 798C - IPE Competencies II (0)

This course series provides students with interprofessional experiences including but not limited to utilizing simulated patient cases, high fidelity mannequins and/or standardized patients. Students apply their knowledge and skills while engaging with peers in other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on reflection and development of interprofessional competencies.

Prerequisite: None. Offered: 45.

PHAR 799A - IPPE II - Institutional Practice (3)

This course series introduces practical aspects of institutional pharmacy practice. Topics include, but not limited to: intravenous admixture and preparation, medication procurement approach and strategy, medication distribution systems starting from the pharmacy department to the point of administration to the patient, safeguards to ensure safe and effective medication administration, the pharmacist's role in integrating clinical monitoring of drug therapy with distributive functions, the role of organizations such as Joint Commission and regulatory agencies such as State Board of Pharmacy in assuring high quality of care, functions of the Pharmacy and Therapeutics Committee, systems and IT infrastructure impacting the practice of Pharmacy (e.g. Electronic Medical Record, Computerized Prescriber Order Entry, automated dispensing systems). This element of the series focuses on internship experiences.

Offered: 135.

PHAR 799B - Experiential Reflection and Professional Development III (0)

This course series introduces practical aspects of institutional pharmacy practice. Topics include, but not limited to: intravenous admixture and preparation, medication procurement approach and strategy, medication distribution systems starting from the pharmacy department to the point of administration to the patient, safeguards to ensure safe and effective medication administration, the pharmacist's role in integrating clinical monitoring of drug therapy with distributive functions, the role of organizations such as Joint Commission and regulatory agencies such as State Board of Pharmacy in assuring high quality of care, functions of the Pharmacy and Therapeutics Committee, systems and IT infrastructure impacting the practice of Pharmacy (e.g. Electronic Medical Record, Computerized Prescriber Order Entry, automated dispensing systems). This element of the series focuses on preparation and professional development.

Prerequisite: None. Offered: 135.

PHAR 799C - Experiential Reflection and Professional Development IV (0)

This course series introduces practical aspects of institutional pharmacy practice. Topics include, but not limited to: intravenous admixture and preparation, medication procurement approach and strategy, medication distribution systems starting from the pharmacy department to the point of administration to the patient, safeguards to ensure safe and effective medication administration, the pharmacist's role in integrating clinical monitoring of drug therapy with distributive functions, the role of organizations such as Joint Commission and regulatory agencies such as State Board of Pharmacy in assuring high quality of care, functions of the Pharmacy and Therapeutics Committee, systems and IT infrastructure impacting the practice of Pharmacy (e.g. Electronic Medical Record, Computerized Prescriber Order Entry, automated dispensing systems). This element of the series focuses on reflection and professional development.

Prerequisite: None. Offered: 135.

PHAR 801L - Longitudinal Skills Lab V (1)

This course is the fifth in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. Students apply their knowledge of pharmacotherapy to clinical scenarios based on disease states covered in IPC courses. Additional opportunities to practice and demonstrate skills addressed in prior Skills Labs, such as patient assessments, calculations, patient counseling, use of point of care devices, and literature evaluation activities are provided to further increase clinical skills vital in the management of various disorders.

Prerequisite: PHAR 702L. Corequisite: PHAR 835, PHAR 837, PHAR 839.

PHAR 802L - Capstone Skills Lab (2)

This course is the final in a series of six practicums in the curriculum designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated manner. This lab builds on skills developed in previous didactic courses and other Skills Labs in order to optimize individual performance going into the Advanced Pharmacy Practice Experiences.

Prerequisite: PHAR 801L. Corequisite: PHAR 840, PHAR 842. Offered: 90.

PHAR 835 - IPC Neurology/Psychiatry (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with neurologic and psychiatric disorders The course expands on the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 740, PHAR 742, PHAR 744. Corequisite: PHAR 801L. Offered: 63.

PHAR 836 - Pharmoeconomics & Outcomes Science (2)

This course studies the economic outcomes associated with the use of pharmaceutical services and products. The ultimate goal is for students to be better equipped to make informed decisions that result in better outcomes and quality of life for the patient.

Offered: 50.

PHAR 837 - IPC Infectious Diseases I (3)

This course applies concepts of microbiology, anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, spectrum relationship and pharmacotherapy in a sequential and integrative manner to manage patients with bacterial infections. The course introduces the pathophysiology of these conditions, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of patient, monitoring and epidemiology disease as well as treatment and preventive measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 740, PHAR 742, PHAR 744. Corequisite: PHAR 801L. Offered: 120.

PHAR 838 - Pharmacy Law & Ethics (2)

This course advances knowledge and application of the provisions of State and Federal laws and regulations pertaining to pharmacy practice, licensure, controlled substances, legal liabilities, laws and regulations of other health care providers.

Corequisite: None. Offered: 60.

PHAR 839 - IPC Infectious Diseases II (3)

This course applies concepts of microbiology, anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, spectrum relationship and pharmacotherapy in a sequential and integrative manner to manage patients with viral, fungal, parasitic infectious diseases and bacterial infectious diseases. The course introduces the pathophysiology of these conditions, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The epidemiology of diseases, clinical presentations, courses of illness, assessment of patients, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacologic and non- pharmacologic approaches is reviewed. This enables students to relate the knowledge from both basic sciences and clinical sciences and to develop rational therapeutic recommendations to various healthcare providers and patients.

Prerequisite: PHAR 740, PHAR 742, PHAR 744. Corequisite: PHAR 801L. Offered: 120.

PHAR 840 - IPC Immunologic Conditions and Special Populations (4)

This course applies concepts of anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with autoimmune disorders, dermatological disorders, and joint disorders, glaucoma, obesity, cystic fibrosis, and solid organ transplant. In addition, topics related to pediatrics, geriatrics, critical care, men's health, and toxicology are reviewed. The course introduces the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of the patient, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 835, PHAR 837, PHAR 839. Corequisite: PHAR 802L. Offered: 50.

PHAR 841 - Pharmacy Practice Management (2)

This course introduces the theoretical and practical application of leadership and managerial concepts. Topics include organizational behavior concepts, theories of motivation, styles of leadership, strategies used to design and manage operations, performance measurement, accounting, finances, and the healthcare supply chain.

Offered: 45.

PHAR 842 - IPC Hematology/Oncology (4)

This course applies concepts of anatomy, physiology, cancer biology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy in a sequential and integrative manner to manage patients with hematologic and/or oncologic disorders. The course introduces the pathophysiology of these diseases, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. The clinical presentation, course of illness, assessment of the patient, monitoring and epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. This enables students to

integrate the knowledge from biomedical, pharmaceutical and clinical sciences to develop rational therapeutic recommendations.

Prerequisite: PHAR 835, PHAR 837, PHAR 839. Corequisite: PHAR 802L. Offered: 75.

PHAR 898A - Interprofessional Education (Simulation) II (1)

This course series builds upon concepts presented in IPE I and provides students advanced interprofessional education utilizing simulated patient cases, high fidelity mannequins and/or standardized patients in an interprofessional environment. Pharmacy students apply their knowledge and skills while engaging with peers in the other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on interprofessional experiences to learn about, from and with other healthcare professionals.

Prerequisite: PHAR 798. Offered: 45.

PHAR 898B - IPE Competencies III (0)

This course series builds upon concepts presented in IPE I and provides students advanced interprofessional education utilizing simulated patient cases, high fidelity mannequins and/or standardized patients in an interprofessional environment. Pharmacy students apply their knowledge and skills while engaging with peers in the other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on preparation and development of interprofessional competencies.

Prerequisite: None. Offered: 45.

PHAR 898C - IPE Competencies IV (0)

This course series builds upon concepts presented in IPE I and provides students advanced interprofessional education utilizing classroom and simulated patient cases, high fidelity mannequins and/or standardized patients in an interprofessional environment. Pharmacy students apply their knowledge and skills while engaging with peers in the other healthcare programs and develop recognition of roles and responsibilities of each discipline. This course series allows students to hone IPEC competencies: values and ethics, teams and teamwork, roles and responsibilities, and interprofessional communication. This element of the series focuses on reflection and development of interprofessional competencies.

Prerequisite: None. Offered: 45.

PHAR 899A - IPPE III - Selective Elective (3)

This course series provides students the opportunity to experience a different practice setting than traditional community or institutional pharmacy. Students are given the opportunity to select one of the following practice settings: Home Infusion Pharmacy, Long Term Care Pharmacy, or Specialty Community Pharmacy. Practice activities may include, but are not limited to practice management, medication use and distribution systems, provision of specialized patient care, development and implementation of individualized care plans, clinical assessment, as well as patient and caregiver education to ensure successful patient outcomes. This element of the series focuses on internship experiences.

Prerequisite: None. Offered: 135.

PHAR 899B - Experiential Reflection and Professional Development V (0)

This course series provides students the opportunity to experience a different practice setting than traditional community or institutional pharmacy. Students are given the opportunity to select one of the following practice settings: Home Infusion Pharmacy, Long Term Care Pharmacy, or Specialty

Community Pharmacy. Practice activities may include, but are not limited to practice management, medication use and distribution systems, provision of specialized patient care, development and implementation of individualized care plans, clinical assessment, as well as patient and caregiver education to ensure successful patient outcomes. This element of the series focuses on preparation and professional development.

Prerequisite: None. Offered: 135.

PHAR 899C - Experiential Reflection and Professional Development VI (0)

This course series provides students the opportunity to experience a different practice setting than traditional community or institutional pharmacy. Students are given the opportunity to select one of the following practice settings: Home Infusion Pharmacy, Long Term Care Pharmacy, or Specialty Community Pharmacy. Practice activities may include, but are not limited to practice management, medication use and distribution systems, provision of specialized patient care, development and implementation of individualized care plans, clinical assessment, as well as patient and caregiver education to ensure successful patient outcomes. This element of the series focuses on reflection and professional development.

Prerequisite: None. Offered: 135.

PHAR 900 - Professional Electives* (6)

Elective courses offer a range of options for students to learn and enhance their knowledge and skills in specialist areas of interest to pharmacy. Professional electives are PHAR 901-1, PHAR 901-2, PHAR 901-3, PHAR 902, PHAR 903, PHAR 904, PHAR 905, PHAR 910, PHAR 911, PHAR 915, PHAR 918, PHAR 924, PHAR 934, PHAR 935, PHAR 936, PHAR 937, PHAR 938, PHAR 939, PHAR 940.

PHAR 901 - Independent Research I (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature -based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Offered: 180.

PHAR 902 - Independent Research II (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Prerequisite: Successful completion of PHAR 901. Offered: 30.

PHAR 903 - Independent Research III (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Prerequisite: Successful completion of PHAR 902. Offered: 30.

PHAR 904 - Independent Research IV (1)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Prerequisite: Successful completion of PHAR 903. Offered: 30.

PHAR 905 - Physical Pharmacology (2)

Physical Pharmacology is a didactic course designed to utilize physical and mathematical models to gain a deeper understanding of selected physiological and pharmacological structures and functions. The course focuses on the use of unified concepts and models that offer simple descriptions of apparently complex systems.

Offered: 30.

PHAR 906 - Translational Medicine (2)

The overarching goal of biomedical research is to reduce the burden of human disease. The term bench-to-bedside is often used to describe the scientific path that is taken to develop new treatments. Transitional medicine is structured to provide students with experience of learning about cutting-edge areas in molecular medicine. Creating connections between scientific advances and clinical needs is a skill that pharmacists require to provide evidence-based, pharmaceutical care. The goal of this course is to engage students in discussions of topics in transitional medicine, improve critical thinking skills to execute evidence-based practice, and expose students to high-quality, clinical and transitional research. As we move toward accountable care where improvement in patient short- and long-term outcomes may dictate success and failure, leveraging modern research findings to accelerate improvement in patient outcomes will be critical.

Prerequisite: B- or better grade in PHARM 637 and PHARM 638 - Biosystem I and II or Approval of Course Coordinator. Offered: 25.

PHAR 907 - Drug Induced Disorders (1)

This class will provide students with a framework for understanding drug induced disorders encountered in clinical practice. The FDA process for adverse drug event reporting and safety measures will be discussed to build a foundation for understanding pre- and post-marketing surveillance. Central mechanisms of action for adverse drug events will then be discussed and system models of drug-induced disorders will be illustrated. With this knowledge in hand, students will develop a final project to present on the mechanism, diagnosis, management, and prevention of a specific drug-induced disorder. The final project will give students the opportunity to improve their research skills by evaluating primary literature while preparing for their projects. Presentation of the final project to class will also enable students to refine their public speaking skills.

Offered: 24.

PHAR 908 - Advanced Diabetes Care (2)

Advanced Diabetes Care is designed to increase student's knowledge in basic and complex medical and psychosocial aspects of of diabetes. Students will be able to recognize blood glucose patterns and make appropriate recommendations for adjustment of medications as well as recommend optimal therapeutic management strategies for a patient with diabetes. This course does not restrict content to therapeutics alone but instead expands into other integral areas of diabetes care and management.

Offered: 90.

PHAR 909 - Nutrition Support (2)

This course will provide the student with an advanced understanding of specialized nutrition therapeutics. The course will build upon the nutrition knowledge students gained in IPC 5 and allow them to apply this knowledge to specific patient populations. We will explore nutrition support therapy in neonates and pediatrics, the critically ill patient, the home patient, and geriatrics. Student's skills in presenting nutrition information to professional colleagues and to the general public will be enhanced through journal club presentations and individual projects. Practical application of delivery of enteral and parenteral nutrition will be reviewed and the role of the pharmacist in nutrition support will be highlighted.

Prerequisite: PHAR 742. Offered: 30.

PHAR 910 - Advanced Topics in Oncology (2)

Targeted therapeutic approaches will be discussed within the context of modern understanding of cancer biology. The format is lectures followed by student discussion of journal club papers.

Prerequisite: Cumulative GPA of 3.0 in IPC courses with concurrent enrollment in PHAR 842. Offered: 90.

PHAR 911 - Street Drugs (2)

Street drug use is an unrelenting social epidemic. The pharmacist's role in addressing this epidemic extends well beyond prescription drugs. Pharmacists can help combat illicit drug use by playing a role in health promotion through public education. The course will begin with discussion of public health, social, legal, and ethical aspects of illicit drug use. An emphasis will be placed on the neurobiology, chemistry, and pharmacology of each drug class, as well as recognition of clinical presentation of toxicity and management. The course will also introduce students to common psycho-social outcomes and relevant legal ramifications.

Prerequisite: PHAR 835. Offered: 90.

PHAR 912 - Advanced Self-care (2)

This elective course builds on the foundational concepts of self-care. Students will apply the literature and their knowledge of non-prescription medications, dietary supplements, and natural products to patient self-care case vignette. The focus of the course is on medical conditions related to the gastrointestinal, respiratory, sensory (ophthalmic/otic/oral), integumentary and reproductive systems Medical issues such as musculoskeletal pain, headaches, and injuries, as well as health maintenance and mental health will also be addressed.

Prerequisite: PHAR 639 and PHAR 640, Pharmacy Practice Foundation I and II. Offered: 90.

PHAR 913 - AdvancedGeriatric (2)

This course provides students with the knowledge and skills necessary to offer comprehensive services related to geriatric care with application and advanced discussion of fundamental concepts in aging. The course will also provide the opportunity to explore issues related to drug therapy and to learn advanced skills in the pharmaceutical care to the elderly population in a variety of practice settings. The course will be taught using an on-site active learning, case-based discussion and lecture approach wherein students will integrate concepts involved in designing comprehensive medication management and counseling for geriatric patients.

Distribution: 1 Lecture, 1 Lab. Prerequisite: Completion of PHAR 623 with a grade of B- or better. . Offered: 90.

PHAR 914 - Clinical and Practical Elements of Infusion Therapy (1)

This course will provide the student with specialized components of infusion delivery systems and will build upon basic knowledge students gained in prior studies. We will explore numerous routes used to deliver IV infusions of antibiotics, parenteral nutrition, chemotherapy, and hydration to patients in the home setting. Students will gain a firm understanding of current products available to enhance the effectiveness of IV medication delivery, while maintaining sterility and improving efficiency for home health nurses and other caregivers. This course will also address the advantages and disadvantages associated with current therapy delivery systems. Emphasis will be placed on the rationale for each product used and the role of the pharmacist in product recommendations will be highlighted.

Offered: 15.

PHAR 915 - Advanced Topics in Medication Safety (1)

This elective course reviews the following areas of medication safety: Adverse Drug Reaction (ADR) monitoring and reporting, Medication Use Evaluations (MUE), Risk Evaluation and Mitigation

Strategies (REMS), and the 11 components of a Medication Error Reduction Plan (MERP). The student will prepare a report that can be presented to a hospital's Pharmacy & Therapeutics Committee.

Prerequisite: PHAR 741 - Institutional Pharmacy Practice. Offered: 15.

PHAR 916 - Critical Care Pharmacotherapy (2)

This elective course in "Critical Care" introduces students to the efficacy, safety, and comparative value of drug therapy in the management of critically ill patients. Knowledge of physiology, pharmacology, toxicology, and therapeutic management is applied to disease states and conditions commonly seen but specific to critically ill patients. The approach to course delivery will emphasize team based learning, which promotes group collaboration and integration of critical care knowledge and concepts while maintaining individual accountability for the material and concepts.

Offered: 30.

PHAR 917 - Innovations in Community Practice: Point-of-Care Testing (1)

This elective course is intended to help pharmacy students earn a point-of-care (POC) testing certificate, offered by the National Association of Chain Drug Stores. In this course, students will learn how to perform four types of specimen collection (oral swab, nasal swab, throat swab and finger stick). Students will also learn to assess patients by evaluating vital signs and physical findings to determine if POC testing is appropriate.

Offered: 15.

PHAR 918 - Post-Graduate Training: Residency & Fellowship (1)

Prepare for post-graduate training opportunities with this elective course focusing on residencies and fellowships. Students will learn how to find and apply to programs. Students will prepare curriculum vitae, letters of intent and portfolios during the course.

Offered: 15.

PHAR 919 - Prescription Drug Abuse: The Opioid Epidemic (2)

This elective course will discuss the pharmacist's role in addressing prescription drug abuse which has become a major public health concern. The course will begin with discussion of public health, social, legal, and ethical aspects of prescription drug abuse, as well as monitoring programs, and distribution/diversion issues. An emphasis will be placed on the neurobiology, chemistry, and pharmacology of opioids as a drug class, as well as recognition of clinical presentation of toxicity and management.

Prerequisite: PHAR 642: Principles of Drug Action. Corequisite: PHAR 835: IPC - Neurology/Psychiatry. Offered: 30.

PHAR 920 - Methods in Preclinical Research (2)

This elective course is a structured laboratory-based active learning course with faculty supervision in contemporary areas of pharmacy. In this elective, students will learn laboratory-based technical skills in the area of preclinical and/or translational research.

Prerequisite: Cumulative GPA of 3.0 or better above in didactic course or prior permission from the instructor. Offered: 90.

PHAR 921 - Travel Health (2)

This elective course provides students with the knowledge and skills necessary to offer comprehensive services related to clinical and social aspects of preventative pharmacy-based travel health. Students will learn to provide effective pre-travel assessment and consultation as provided for by CA SB493 and related regulations. Students will also be guided to initiate prescriptions and provide recommendations for: immunizations, medications to prevent travel-related infectious diseases, and medications for self-treatable medical conditions not requiring a diagnosis. The course

will be taught using a blended lecture and case-based approach wherein students will integrate concepts involved in designing comprehensive plans and counseling for patients anticipating international travel. An immunization lab component will allow students to gain experience with the unique challenges of organizing and preparing injectable travel-related immunizations.

Offered: 37.5.

PHAR 922 - Applied Antimicrobial Pharmacokinetics and Pharmacodynamics (2)

This elective course will provide knowledge and clinical skills to apply antimicrobial pharmacokinetics/pharmacodynamics in monitoring, and dose adjustment of anti-infective agents to treat infections in hospitalized patients.

Prerequisite: A minimum grade of B+ in PHAR 739 Pharmacokinetics. Offered: 30.

PHAR 923 - Medication Therapy Management Services (2)

This elective course will provide didactic and clinical experiences on Medication Therapy Management (MTM) Services. Students will gain experience interviewing patients, identifying and prioritizing medication-related problems, developing and implementing interventions, and documenting activities. In addition, students will have the opportunity to explore various business models and billing strategies and discuss plans for implementation. Self-study modules, case studies, hands-on patient interviews, and assessment practice sessions, will help students obtain the clinical knowledge and skills needed to establish medication therapy management services. Students will receive American Pharmacist Association (APhA) MTM certificate upon successful completion of the course.

Prerequisite: Successful completion of IPC courses. Offered: 22.5.

PHAR 924 - Advanced Antimicrobial Pharmacy (2)

This elective course will introduce antimicrobial stewardship. The course focuses on the knowledge and clinical skills in application of advanced antimicrobial therapy on patient care.

Prerequisite: Minimum grade of B- in PHAR 837 and 839, IPC - Infections Disease. Corequisite: None.

PHAR 925 - Therapeutic Lifestyle Changes: The Burden of Proof (2)

This course provides knowledge in evidence-based lifestyle changes with a focus on the role of diet and exercise in health optimization and disease treatment. Students will examine a range of topics on human nutrition and exercise, including macronutrients, micronutrients, the effects of diet on health, claims and evidence for use of megadoses of vitamins, and exercise for preventing/treating specific disease states. The emphasis is on evidence-based information, utilizing the medical and epidemiological literature to analyze the impact of food, diets, nutritional supplements, and exercise on human health.

Corequisite: None.

PHAR 926 - Ambulatory Care (2)

This elective course focuses on contemporary topics in ambulatory care pharmacy practice. Clinical pharmacy topics include anticoagulation, asthma, chronic obstructive pulmonary disease (COPD), congestive heart failure, contraception, diabetes mellitus, dyslipidemia, hypertension, osteoporosis, tobacco cessation, and transitions of care. Student pharmacists will hone higher order thinking skills by applying foundational therapeutic knowledge and evidence-based practice to clinical case studies.

Prerequisite: Third professional year status and a minimum grade of B in PHAR 639, PHAR 640, PHAR 735, PHAR 737, PHAR 740, PHAR 742. Corequisite: None.

PHAR 927 - Leading Self - The Mirror View (2)

During this elective course students obtain the skills necessary to serve as an effective member of a healthcare team. The learner explores and identifies self in the areas of emotional intelligence,

learning preferences, strengths, and self-identity within a team. Concepts are reinforced through reflective exercises using meta-cognitive approach. Differences and similarities of leadership versus management are introduced.

Corequisite: None.

PHAR 928 - Managed Care Pharmacy (1)

This elective course provides an overview of managed care pharmacy. Students are provided an immersion into managed care principles and procedures to ultimately enable them to understand and anticipate the impact on health care reform on pharmacy practice. Students learn about professional practice opportunities within managed care systems in the evolving U.S. health care financing and delivery system.

Corequisite: None.

PHAR 929 - Introduction to Pharmaceutical Industry (2)

This elective course is designed to provide an overview to the pharmaceutical industry including professional challenges and opportunities for pharmacists. Students will learn various roles of pharmacists within the pharmaceutical industry. Several functional departments including medical affairs, medical liaisons, healthcare economics, medical communications, medical information, operations & informatics will be discussed. This course will illustrate various aspects of pharmaceutical commercialization from drug development and regulatory approval to marketing and sales. This course will highlight steps necessary to pursue a career in the pharmaceutical industry. Students will understand how pharmacists contribute their clinical knowledge to pharmaceutical industry, patient care, and members of the healthcare team on a broader scale and expanded professional path.

Corequisite: None.

PHAR 930 - Leading Teams - The Window View (2)

During this course students obtain the skills necessary to work as an effective healthcare team member. The learner explores the capabilities necessary to effectively influence individuals and groups to meet organizational goals. Students will also debate about effectiveness of different leadership styles.

Prerequisite: Successful completion of PHAR730 Leading Self - The Mirror View. Corequisite: None.

PHAR 931 - Well-being, Resiliency and Productivity for the Graduate Student (1)

Care, in general, and healthcare in particular, requires a certain degree of well-being on the part of the provider. This elective course introduces students to evidence based well-being, resiliency and productivity. The course will facilitate students to implement components of well-being, resiliency and productivity into daily practice.

Corequisite: None.

PHAR 933 - Principles of Pain Management (2)

Provides students with knowledge and skills in treating patients with acute or chronic pain. Students will integrate basic science knowledge into clinical practice. Students will evaluate and assimilate scientific evidence to improve patient care and employ concepts of disease prevention, public health promotion, literacy, and/or wellness. Evaluate population health issues by considering quality of care, access, and cost at the local, state, and federal levels. Identify medication-related problems, formulate medication treatment plans, and monitor and evaluate patient response to pharmacotherapy for the treatment of pain.

Prerequisite: PHAR 835. Corequisite: None.

PHAR 934 - Applications of Contemporary Pharmaceutics (2)

Explores contemporary topics related to the art and science of non-sterile extemporaneous compounding to develop an advanced understanding of principles and practices involved in the field of compounding pharmacy, and gain an understanding of how compounding pharmacy can solve medication related problems for human and veterinary use. Examines a range of topics including regulatory guidelines, calculation review, and various considerations in formulas and compounding techniques. The course will be delivered using a case-based approach, mini lectures, pre-class reading assignments and class discussions.

Prerequisite: PHAR 635, 636, 601L, 602L. Corequisite: None.

PHAR 935 - Special Populations - Pediatrics and Geriatrics (1)

Provides a continuation of learning in the areas of therapeutics and patient care in unique patient populations. Pediatric topics will go beyond what is covered in the core curriculum by including neonatal critical care, congenital heart disease, pediatric advanced life support (PALS) and renal disease. Geriatric topics will include palliative care, frailty, fall-risk-increasing drugs, polypharmacy, and drug-induced diseases. Topics will be covered in this course through team-based learning exercises, lectures, quizzes and OSCE's that will provide the students practice in working with these patient populations. The course expands on the knowledge and skills discussed in the core curriculum for students interested in working with these patient populations and to help prepare the students to manage these patient populations during their APPE's.

Prerequisite: PHAR 735, 737, 740, 742, 744, 835, 837. Corequisite: PHAR 840.

PHAR 936 - Sport Pharmacy (1)

Focuses on therapeutics and pharmaceutical care in sports. Sports pharmacy topics will include asthma in sports, glucocorticoids in sports, performance enhancing drugs, medical implications of the World Anti-Doping Agency Prohibited List, stimulants and anabolic steroids, exercise in patients with metabolic syndrome, nutrition in sports, brain injuries, musculoskeletal injuries and pain management. Topics will be covered in this course through team-based learning exercises, lectures, and other interactive learning methods that will provide the students practice in working in athletics. The aim of this course is to expand the knowledge and skills discussed in the core curriculum for students interested in working with this population and to help prepare the students to manage these athletes.

Prerequisite: PHAR 735, 737, 742, 744. Corequisite: PHAR 835, 837.

PHAR 937 - Academic Training (2)

Provides students interested in careers in academia the opportunity to learn and apply the basic theories and practices of teaching and learning. Topics will include instructional methods such as flipped classroom, team-based learning, game-based learning, and metacognition, basics of pedagogy and andragogy, effective use of technology in the classroom, implementing active learning in the classroom, and creation of a lecture including construction of lecture objectives and exam questions Students will have an opportunity to apply what they have learned in class by developing and presenting a presentation to the class. Instructional methods used in this class will include class discussions, hands on training, case discussions, and role plays.

Prerequisite: None. Corequisite: None.

PHAR 938 - Applied Medical Terminolgy (1)

Provides students with a deeper foundational understanding and application of medical terminology. Topics focus on common prefixes, suffixes, root words, medical abbreviations, and decoding medical terms as it relates to healthcare and pharmacy. Emphasis on the application of medical terminology in a healthcare setting and how this can impact communication among healthcare professionals. Methods of instruction include guided facilitation, cases studies, games, and classroom activities.

PHAR 939 - Mock Trial (2)

Provides students with a framework of concepts and principles to reinforce research process; critical thinking, communication, collaboration, and debate as well as advocacy skills. Student-groups collaborate on assignments which serve as benchmarks in the semester-long project timeline and include: researching pros and cons of a controversial pharmacy practice or pharmacotherapy-related topic, evaluating evidence; debating (both pros and cons) as means of trial preparation, developing arguments, role and trial strategies.

Prerequisite: PHAR 641.

PHAR 940 - Drug Discovery and Development (2)

Provides an overview of the procedures and the structure of drug discovery and development from preclinical candidate selection to new drug application (NDA) approval and the post marketing surveillances. Students will gain an understanding of FDA structure and its various centers, role of regulatory authorities, laws, regulations and policies for drug application, as well as reviewing the time line and components of clinical phases. In addition, student gain an understanding of the role of Institutional Animal Care and Use Committees (IACUC) in drug discovery, and the role of Institutional Review Board (IRB) in drug development.

PHAR 941 - Python for Data Management and Analytics in Pharmacy (2)

Provides an introduction to programming, data processing, and data analytics using Python for pharmacy students with little or no prior experience in programming. The course will focus on learning the Python programming language in the context of working with data, planning and organizing programs, commonly-used algorithms, data management, data cleaning, basic data mining, and fundamentals of computational modeling. Students will learn what pharmacy career opportunities data science could be applied to including but not limited to, pharmacy analytics.

Prerequisite: N/A. Corequisite: None.

PHAR 942 - Natural and Complementary Medicine (2)

Students will be presented with foundational concepts and knowledge in natural products and complementary medicine in this elective. An understanding of natural products and complementary medicine will help students better understand the controversy and widespread use of natural products and complementary medicine practices they may see as a pharmacist. Students will be able to provide more thorough clinical decisions for patients using natural products and complementary medicine to provide clinical insight to providers or patients.

Prerequisite: N/A. Corequisite: None.

PHAR 943 - Innovative Technologies in Formulation (2)

This course focuses on new technologies utilized in dosage form formulations such as implants, drug loaded devices and 3D printing tablets among other novel dosage forms. The course covers novel drug delivery with formulation, device and organ specific delivery approaches.

Prerequisite: N/A. Corequisite: None.

PHAR 944 - Systematic Review and Meta-Analysis (2)

This course will introduce students to methods to perform systematic reviews and meta-analysis. The course will cover the basic principles, analytical framework, and process of systematic review and meta-analysis, including how to interpret the results of a meta-analysis and understand heterogeneity and bias in meta-analysis. Upon completion of this course, students will be able to formulate an answerable research question, find the evidence using a secondary resource such as PubMed, appraise the evidence for quality, and finally extract the relevant information needed to perform a systematic review and/or meta-analysis which can be published in a scientific journal.

Prerequisite: N/A. Corequisite: None.

PHAR 945 - Natural Products: from Formulation to Regulation (2)

This course investigates the impact of medicines and dietary supplements derived from nature on public health. Students will be exploring topics such as the traditional and modern use of natural products, the formulation and manufacture of dietary supplements, the regulatory environment of dietary supplements, and business models and marketing practices of top dietary supplement companies.

Prerequisite: N/A. Corequisite: None.

PHAR 946 - Pharmaceutical Calculations (2)

This course focuses on applying the fundamentals of calculations and measurement to mathematical problems associated with pharmacy, to accurately use formulas, approximate equivalents, and nomograms to calculate doses, to memorize specific nomenclature (metric, apothecary and avoirdupois systems, Latin abbreviations) needed to interpret a prescription order, to accurately utilize dimensional analysis, ratio-proportion, and other methods of measurement to convert between units. Dosage calculations emphasizes critical thinking techniques to effectively, accurately and safely calculate dosages of medications. It includes reading, interpreting and solving calculation problems encountered in the preparation of medication in all pharmacy practice settings including but not limited to problems dealing with aliquots, concentration, dosing patients, allegation, dilution of solutions, isotonicity, IV rates of flow, milliequivalents and milliosmoles, among other basic pharmacy calculation concepts.

Prerequisite: N/A. Corequisite: None.

PHAR 947 - Clinical Calculations (1)

Provides an opportunity for pharmacy students to practice and apply clinical calculations. Students gain experiences to accurately calculate dose administration, drug concentration, drug compounding and reparation.

Prerequisite: N/A. Corequisite: None.

PHAR 948 - Pop Medicine: How Media Shapes Perception of Pharmacy (2)

Explore various perspectives of pharmacists portrayed by the media. Analyze the pharmacy profession's mass representation by critiquing media outlets including television, movies, news and other platforms. Discuss strategies to overcome stereotypes that negatively impact the profession of pharmacy. Create a proposal to dispel false perceptions of pharmacist roles and accurately portray the profession.

PHAR 949 - Infectious Diseases in Movies (1)

This course introduces movies related to infectious diseases and provides opportunities to review and discuss the pathophysiology and pharmacotherapy of infectious diseases. After each movie and classroom discussion, students will recapture the signs and symptoms and disease progression, along with primary and secondary therapy for management. Students will obtain indirect but in-depth experience on the outcomes in the community or to individuals due to infectious diseases.

PHAR 950 - Life-Long Learning & Medication Therapy Mgmt in Pharmacy Physical Pharmacology (2)

Provides life-long learning strategies to medication therapy management (MTM) in an outpatient pharmacy practice through selected pharmacy patient case presentations. Students will use team-based learning (TBL), an instructional active learning approach that utilizes life-long learning strategies, to solve cases. The selected pharmacy patient cases may include, but are not limited to asthma, COPD, diabetes, dyslipidemia, hypertension, osteoarthritis, rheumatoid arthritis, Heart failure, and depression. Students will complete MTM t raining via MTM plat forms such as MTM Outcomes. Students practice the MTM with using their knowledge and skills to provide quality care, and thus

reflect the values of serving passion, patient-centered care, communication and collaboration, and life-long learning.

PHAR 951 - Cutting Edge Topics in Pharmaceutical Sciences (2)

Students will examine cutting edge topics in the Pharmaceutical Sciences, selected based on their timeliness, uniqueness, or general interest. Topics examined may be diverse and range from concepts in the basic sciences to principles that underlie societal codes of conduct. Examples include but are not limited to clinical studies, drug discovery and delivery, analysis and quality control, regulatory affairs, ethics, and fraud.

PHAR 990 - Independent Studies: A Course for Self-Directed Learning (0)

This course provides students with an opportunity to engage in and develop self-directed learning skills. During this course, students have greater control over their learning experience by managing their needs with their schedule. The goal of the course is for students to develop self-directed learning habits that can be transformed into a lifelong skill.

PHAR 991 - APPE - Acute Care Pharmacy Practice (6)

The acute care APPE allows the student, under the supervision of a preceptor, the opportunity for substantial exposure and experience in the comprehensive treatment and inpatient management of disease states of adult patient populations that are admitted to a hospital or other institutionalized setting with common acute or chronic conditions. An acute care APPE can include experiences in internal medicine or family medicine. Students engage in practice management; practicing as part of an interprofessional team; direct patient care activities including obtaining and recording patient medical and medication histories, developing and updating patient therapeutic plans, monitoring lab values, and assessing for drug interactions and adverse drug reactions; interacting with other healthcare providers, and providing education to patients and other health care professionals.

Prerequisite: Successful completion of all didactic coursework. . Corequisite: None. Offered: 270.

PHAR 992 - APPE - Hospital Pharmacy Practice (6)

The advanced institutional APPE allows the student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient-centered care in an institutional setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of clinical intervention and the steps necessary to execute those interventions effectively in a multidisciplinary team. Students engage in pharmacy operations management; services associated with automated drug distribution and control; contribution to quality improvement programs and patient safety provisions at the site; active participation in the pharmacy services provided by the department including evaluating medication orders, assessing patient drug therapy, creating pharmaceutical care plans, recording medication histories, medication reconciliation, discharge counseling; participating in formulary processes; as well as developing an understanding of interdepartmental relationships within the institution and health system.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 993 - APPE - Community Pharmacy Practice (6)

The advanced community APPE allows the student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient centered care in a community practice setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of therapeutic intervention and the steps necessary to execute those interventions effectively. Students engage in pharmacy operations management; assessing drug therapy, evaluating and solving drug-related problems, managing medication histories, dispensing medication orders,

recommending appropriate prescription and nonprescription therapy and alternative treatments, patient counseling and interacting with patients as a primary health care source, as well as participating in health screenings and patient education and wellness programs.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 994 - APPE - Ambulatory Care Pharmacy Practice (6)

The ambulatory care APPE allows the student, under the supervision of a preceptor, the opportunity for substantial exposure and experience in the comprehensive treatment of patients in a general or specialized outpatient setting. The primary focus of the APPE is the medication management and general care of patients with chronic medical conditions. Clinics include but are not limited to diabetes, anticoagulation, asthma, dyslipidemia, and hypertension. Students engage in practice management; direct patient care activities including obtaining and recording patient medical and medication histories, drug therapy assessment for problems and appropriateness, developing pharmacy care plans or recommendations, documenting interventions, comprehensive patient counseling, monitoring therapeutic outcomes in various population groups; interacting with other healthcare providers, and providing education to patients and other health care professionals.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 995 - APPE Elective I (6)

Each student will be required to complete two 6- week elective APPE rotations during their fourth year. Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice areas (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum.

Prerequisite: Successful completion of all didactic coursework. . Offered: 270.

PHAR 996 - APPE Elective II (6)

Each student will be required to complete two 6- week elective APPE rotations during their fourth year. Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice areas (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum.

Prerequisite: Successful completion of all didactic coursework. . Offered: 270.

PHAR 997 - Pharmacy Board Preparation I (0)

This course involves students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. Students must pass this zero credit course to graduate.

Prerequisite: Successful completion of all didactic coursework. .

PHAR 998 - Pharmacy Board Preparation II (0)

This course involves students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. Students must pass this zero credit course to graduate.

Prerequisite: PHAR 997.

PHAR 999 - Pharmacy Board Preparation III (0)

This course involves students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. Students must pass this zero credit course to graduate.

Prerequisite: PHAR 998.

PHRM - Pharmacy Hybrid Accelerated PharmD

PHRM 601L - Longitudinal Skills Lab I (1)

Provides an opportunity to build and develop essential skills integrating knowledge from didactic courses. This lab includes hands-on practice of non-sterile compounding with an emphasis on extemporaneous preparation of solid, semi-solid, and liquid dosage forms. Pharmaceutical calculations and patient consultation are also practiced during this lab. The lab involves immunization training and vital signs assessment. This lab is the first in a series of six sequential practicums.

PHRM 602L - Longitudinal Skills Lab II (1)

Provides an opportunity to build and develop essential skills integrating knowledge from didactic courses. This lab includes hands-on compounding using aseptic techniques. The students will also practice patient counseling and interviewing skills pertaining to both prescription and non-prescription medications, and tobacco cessation. Students will critique and evaluate scientific literature to reinforce evidence-based medicine practice. This lab is the second in a series of six sequential practicums.

PHRM 603 - Pharmaceutics I (3)

Introduces the principles and technologies applied in the preparation of various pharmaceutical dosage forms. It involves the application of physicochemical characteristics of active ingredients and excipients to the design, development, formulation, stabilization, and quality control of pharmaceutical dosage forms. This course also presents compendial methods of evaluation of different dosage forms as well as regulations and standards governing manufacturing of pharmaceuticals. Pharmaceutics I is the first in a series of two related courses.

PHRM 604 - Pharmaceutics II (3)

Provides foundational information designed to develop an understanding of pharmaceutical dosage forms. Pharmaceutics II will expand in the knowledge and skills learned in Pharmaceutics I to evaluate biological and physiochemical factors that influence drug absorption, distribution, metabolism, and excretion; mathematical and clinical principles of bioavailability and bioequivalence; sterile product compounding and calculations; and novel drug delivery systems. Pharmaceutics II is the second in a series of two related courses.

PHRM 605 - Biosystems (4)

Provides understanding of the chemical, physical, and biological concepts that serve as the foundation for pharmacological and pathophysiological principles that underlie the principles of pharmaceutical treatment and management of disease. The course builds on pre-requisite knowledge of biological and chemical sciences to expand their understanding of the chemical and molecular

origins underlying the principles of treatment of disease. Principles of immunological responses to disease, and treatment of immune system disorders are also discussed.

PHRM 607 - Pharmacy Practice Foundations I (4)

Introduces basic principles of community pharmacy practice, foundation of self-care therapeutics, cultural competence and patient-centered care. Basic concepts of law, ethics, Medicare Part D, and patient assessment skills are introduced to develop a foundation for students before entering Introductory Pharmacy Practice Experiences (IPPEs). Students are also introduced to the theories and principles of interpersonal communication in health care and complete the APhA Pharmacy-Based Immunization Program.

PHRM 608 - Pharmacy Practice Foundations II (4)

Provides understanding of the basic principles of community pharmacy practice in preparation for Introductory Pharmacy Practice Experiences (IPPEs). Pharmacy Practice Foundations II builds on self-care therapeutics concepts introduced in Pharmacy Practice Foundations I including vitamins, supplements, and tobacco cessation treatment; signs and symptoms of common self-treatable diseases; pharmacological and non-pharmacological preventive measures and treatments; strategies for engaging in effective communication and utilization of motivational interviewing with patients.

PHRM 609 - Calculations (2)

Promotes critical thinking in the application of basic mathematical methods in solving problems in pharmacy practice. Emphasis is placed on logical analysis to solving pharmaceutical calculations and calculation of medication dosages and compounding quantities. It includes interpreting calculation problems encountered in the preparation of medication in all pharmacy practice settings. Topics include ratio and percentages, dose calculations, reducing and enlarging formulas, dilution and concentration, aliquots, specific gravity and density, flow rates and clinical calculations.

PHRM 610 - Principles of Drug Action I (4)

Provides understanding of the principles of pharmacology and toxicology that underlie the principles of pharmaceutical treatment and management of disease. The course will evaluate how molecular drug mechanisms, principles of pharmacodynamics and pharmacokinetics, drug-receptor interactions, and drug toxicity contribute to overall therapeutic, unwanted and toxic drug effects. The foundations of pathophysiology and pharmacology of the autonomic and central nervous system, including molecular mechanism of action, clinical indications, and class-specific adverse effects will also be introduced.

PHRM 611 - Biostatistics and Drug Literature Evaluation (2)

Provides students with a foundation in the fundamental principles of evidence-based practice, drug literature evaluation, clinical-research design and methodology, ethical principles guiding clinical research, basic statistical methods, and data analysis. Students are introduced to commonly utilized drug information resources that are available in both print and electronic format. The knowledge gained lays the foundation for students to critique study design, interpret study results, evaluate study conclusions and appraise primary literature.

PHRM 612 - Principles of Drug Action II (4)

Provides understanding of molecular mechanisms of drug action that underlie the principles of pharmaceutical treatment and management of disease. The course will build on concepts learned in Principles of Drug Action I and explore the foundations of pathophysiology and pharmacology for major organ systems such as the cardiovascular, endocrine, renal, gastrointestinal, and pulmonary systems. Molecular mechanism of action, clinical indications, and class-specific adverse effects will be introduced for each system.

PHRM 679 - IPC Fundamental (2)

Introduces the fundamentals of patient assessment, medical terminology, laboratory values, medical charts, patient care and interprofessional collaboration in various settings of pharmacy practice. This course further develops the Pharmacists' Patient Care Process (PPCP). Concepts learned in this course improve preparedness for Integrated Patient Care courses and provide the foundation necessary to apply concepts of pharmacotherapy.

PHRM 689 - Professional and Interprofessional Development I (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the first of a six-course series.

PHRM 690 - Professional and Interprofessional Development II (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the second of a six-course series.

PHRM 699 - IPPE-1 Community Practice (2)

Introduces practical aspects of community pharmacy practice and prepares learners for practice of Entrustable Professional Activities (EPAs). Integration of clinical, regulatory, and operational knowledge to safely and effectively dispense medications are demonstrated through the understanding of gathering information, evaluating a prescription, processing the prescription, filling the prescription, and counseling the patient. Learning activities to build foundational pharmacist proficiency include participation in inventory management, pharmacy operations, billing, regulatory compliance (e.g., BOP and DEA), compounding, self-care therapy, drug information, Comprehensive Medication Management (CMM), interprofessional communication, and immunization services.

PHRM 701L - Longitudinal Skills Lab III (1)

Develops essential skills to provide optimal patient care. This lab allows students to apply pharmacotherapy knowledge to clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Areas of focus include patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature. This lab is the third in a series of six sequential practicums.

PHRM 702L - Longitudinal Skills Lab IV (1)

Develops essential skills to provide optimal patient care. This lab allows students to apply pharmacotherapy knowledge to clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Areas of focus include patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature. This lab is the fourth in a series of six sequential practicums.

PHRM 703 - Pharmacokinetics (4)

Focuses on basic principles of biopharmaceutics and pharmacokinetic aspects of drug absorption, distribution, metabolism, and excretion. The course begins by discussing the physiological and mathematical principles of pharmacokinetics including single-dose intravenous and oral kinetics,

multiple dosing, nonlinear pharmacokinetics, then moves to the clinical applications and PK models of individualized drugs. The course also discusses special populations like kidney and liver dysfunction and the effect of age on PK.

PHRM 704 - US Healthcare and Public Health (3)

Discusses foundational information designed to develop an understanding of a pharmacist's role in public health and within the healthcare system. Healthcare in the United States will be evaluated through discussion of care delivery, policy, financing, and the workforce. Core areas of public health will be explored including epidemiology, determinants of health, principles of health promotion and disease prevention, micro versus macro levels of public health, and population-based interventions that impact diverse patients and populations.

PHRM 705 - Institutional Pharmacy Practice (2)

Discusses administrative, clinical, and distributive functions of a pharmacist in an institutional setting and examines the selection and use of technology for organizing, analyzing and managing information in health care settings and the role regulatory bodies in regard to patient safety. Students are also introduced to management and leadership concepts related to institutional pharmacy practice, and the role of pharmacists in maintenance and use of informatics in the hospital setting to improve patient safety.

PHRM 706 - Pharmacogenomics & Biotechnology (3)

Provides foundational information to develop an understanding of pharmacogenomics and biotechnology. The genetic basis of variability in drug response can contribute to drug efficacy, toxicity, adverse reactions, and drug-drug interactions. This course will explain how the individual genetic information can be used to tailor drugs to patients. The students will discuss of the rationale for biotechnology-driven products, the main methods used to deliver and target biological drugs, biotechnology product handling, storage, and administration.

PHRM 707 - IPC I (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with cardiovascular and respiratory disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC 1 is the first course in a series of eight IPC courses.

PHRM 708 - IPC III (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with fluid disorders, electrolyte imbalances, hepato-renal diseases, and nutrition related disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC 3 is the third course in a series of eight IPC courses.

PHRM 709 - IPC II (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with endocrine disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are reviewed. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC2 is the second course in a series of eight IPC courses.

PHRM 710 - IPC IV (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with thrombosis, ischemic heart disease, acute cardiovascular disorders, cardiac arrythmias and inpatient disease management. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. IPC 4 is the fourth course in a series of eight IPC courses.

PHRM 779 - IPC Supplemental I (2)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients who present with nausea, vomiting and urologic disorders. In addition, topics related to pediatrics, pregnancy, and lactation, women's health, geriatrics, and men's health are discussed. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC Supplemental I is the first course in a series of two IPC Supplemental courses.

PHRM 789 - Professional and Interprofessional Development III (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the third of a six-course series.

PHRM 790 - Professional and Interprofessional Development IV (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the fourth of a six-course series.

PHRM 799 - IPPE-2 institutional Practice (2)

Introduces practical aspects of institutional pharmacy practice and prepares learners for practice of Entrustable Professional Activities (EPAs). Pharmaceutical care is demonstrated through administrative, clinical and distributive functions of a pharmacist. Emphasizes best practices and technologies to advance quality and safety in areas such as medication procurement, storage and distribution, preparation, administration, and monitoring. Learning activities to build foundational pharmacist proficiency include sterile compounding, medication management, clinical monitoring of drug therapy, drug information, regulatory readiness, and interdisciplinary teamwork.

PHRM 801L - Longitudinal Skills Lab V (2)

Develops essential skills to provide optimal patient care. This lab allows students to apply pharmacotherapy knowledge to clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Areas of focus include patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature. This lab is the fifth in a series of six sequential practicums.

PHRM 802L - Capstone Skills Lab (2)

Evaluates essential skills to provide optimal patient care. This lab allows students to apply pharmacotherapy knowledge to clinical scenarios based on disease states covered in the Integrated Patient Care (IPC) courses. Areas of focus include patient assessments, calculations, patient counseling, point of care devices, and evaluating primary literature. This is the final lab in a series of six sequential practicums.

PHRM 803 - Pharmacy Practice Management (2)

Introduces the theoretical and practical application of leadership and managerial concepts. Topics include organizational behavior concepts, theories of motivation, styles of leadership, strategies used to design and manage operations, performance measurement, accounting, finances, and the healthcare supply chain. Students will also be exposed to how to manage topics that include quality assurance, healthcare policies, regulatory compliance, reducing medication errors, technology and automation in the pharmacy, budgeting for success, and inventory management.

PHRM 804 - Pharmacy Law & Ethics (2)

Applies State and Federal laws and regulations pertaining to pharmacist licensure, controlled substances, pharmacist scope of practice, malpractice and legal liability, as well as the scope of practice for other health care providers.

PHRM 805 - Pharmacoeconomics & Outcomes Science (2)

Examines the costs and consequences associated with the use of pharmaceutical services and products. Students will understand the importance and clinical relevance of pharmacoeconomics and how clinical decision-making is driven by economic, clinical, and humanistic outcomes. The course will introduce concepts such as costs, economic evaluation, and health-related quality of life. At the end of the course, students should be able to apply economic principles to pharmaceutical care problems encountered in pharmacy practice.

PHRM 806 - IPC VII (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with infectious and oncologic diseases. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations.IPC 7 is the seventh course in a series of eight IPC courses.

PHRM 807 - IPC V (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with neurologic and psychiatric disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC 5 is the fifth course in a series of eight IPC courses.

PHRM 808 - IPC VIII (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with infectious diseases. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations.

IPC 8 is the eighth course in a series of eight IPC courses.

PHRM 809 - IPC VI (4)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with immunologic and oncologic disorders. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC 6 is the sixth course in a series of eight IPC courses.

PHRM 879 - IPC Supplemental II (2)

Applies anatomy, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy concepts to manage patients with ophthalmologic disorders, multiple sclerosis and lupus. In addition, topics related to critical care, emergency medicine, and toxicology are discussed. The clinical presentation, course of illness, assessment of patients, monitoring, epidemiology of the disease as well as treatment, and preventative measures using pharmacological and non-pharmacological approaches are evaluated. Integrates knowledge from biomedical, pharmaceutical and clinical sciences to develop evidence-based therapeutic recommendations. IPC Supplemental II is the second course in a series of two IPC Supplemental courses.

PHRM 889 - Professional and Interprofessional Development V (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the fifth of six-course series.

PHRM 890 - Professional and Interprofessional Development VI (1)

Provides longitudinal learning experiences which develops professional skills and mindset to practice as a pharmacist. Unifying IPPE, IPE, Curricular, and Co-Curricular learning experiences is accomplished by delivering a rotating schedule of activities led by faculty, experiential education, and student advisors. The three primary learning tracks are: 1) practical aspects of pharmacy practice, 2) interprofessional collaboration, and 3) coaching across curricular, extracurricular and co-curricular experiences. The series is designed to strengthen self-awareness, professionalism, collaboration, communication, innovation, and leadership. This is the sixth of a six-course series.

PHRM 899 - IPPE-3 Selective Elective (2)

Introduces practical aspects of pharmacy practice areas outside of the traditional community pharmacy practice or institutional pharmacy practice and prepares learners for practice of Entrustable Professional Activities (EPAs). Opportunities are provided to apply pharmaceutical knowledge and skills in special populations, distinct practice areas, home infusion, long term care, specialty pharmacy, or managed care. Learning activities to build foundational pharmacist proficiency could include practice management, individualized care plans, patient and caregiver education, population health, or consulting.

PHRM 900 - Professional Electives (4)

Elective courses offer a range of options for students to learn and enhance their knowledge and skills in specialist areas of interest to pharmacy. Professional electives are PHRM 901, PHRM 902, PHRM 903, PHRM 904, PHRM 905, PHRM 906, PHRM 907, PHRM 908, PHRM 909, PHRM 910, PHRM 911, PHRM 912, PHRM 913, PHRM 914, PHRM 915, PHRM 916, PHRM 917,PHRM 918, PHRM 919, PHRM 920, PHRM 921, PHRM 922, PHRM 923, PHRM 924, PHRM 925, PHRM 926, PHRM 927, PHRM 928,

PHRM 929, PHRM 930, PHRM 931, PHRM 933, PHRM 934, PHRM 935, PHRM 936, PHRM 937, PHRM 938, PHRM 939, PHRM 940, PHRM 941, PHRM 942, PHRM 943, PHRM 944, PHRM 945, PHRM 946, PHRM 947.

PHRM 901 - Research Elective 1 (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature -based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

PHRM 902 - Research Elective 2 (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

PHRM 903 - Research Elective 3 (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

PHRM 904 - Research Elective 4 (1 or 2)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

PHRM 905 - Physical Pharmacology (2)

Physical Pharmacology is a didactic course designed to utilize physical and mathematical models to gain a deeper understanding of selected physiological and pharmacological structures and functions. The course focuses on the use of unified concepts and models that offer simple descriptions of apparently complex systems.

PHRM 906 - Translational Medicine (2)

The overarching goal of biomedical research is to reduce the burden of human disease. The term bench-to-bedside is often used to describe the scientific path that is taken to develop new treatments. Transitional medicine is structured to provide students with experience of learning about cutting-edge areas in molecular medicine. Creating connections between scientific advances and clinical needs is a skill that pharmacists require to provide evidence-based, pharmaceutical care. The goal of this course is to engage students in discussions of topics in transitional medicine, improve critical thinking skills to execute evidence-based practice, and expose students to high-quality, clinical and transitional research. As we move toward accountable care where improvement in patient short- and long-term outcomes may dictate success and failure, leveraging modern research findings to accelerate improvement in patient outcomes will be critical.

PHRM 907 - Drug Induced Disorders (1)

This class will provide students with a framework for understanding drug induced disorders encountered in clinical practice. The FDA process for adverse drug event reporting and safety measures will be discussed to build a foundation for understanding pre- and post-marketing

surveillance. Central mechanisms of action for adverse drug events will then be discussed and system models of drug-induced disorders will be illustrated. With this knowledge in hand, students will develop a final project to present on the mechanism, diagnosis, management, and prevention of a specific drug-induced disorder. The final project will give students the opportunity to improve their research skills by evaluating primary literature while preparing for their projects. Presentation of the final project to class will also enable students to refine their public speaking skills.

PHRM 908 - Advanced Diabetes Care (2)

Advanced Diabetes Care is designed to increase student's knowledge in basic and complex medical and psychosocial aspects of of diabetes. Students will be able to recognize blood glucose patterns and make appropriate recommendations for adjustment of medications as well as recommend optimal therapeutic management strategies for a patient with diabetes. This course does not restrict content to therapeutics alone but instead expands into other integral areas of diabetes care and management.

PHRM 909 - Nutrition Support (2)

This course will provide the student with an advanced understanding of specialized nutrition therapeutics. The course will build upon the nutrition knowledge students gained in IPC 5 and allow them to apply this knowledge to specific patient populations. We will explore nutrition support therapy in neonates and pediatrics, the critically ill patient, the home patient, and geriatrics. Student's skills in presenting nutrition information to professional colleagues and to the general public will be enhanced through journal club presentations and individual projects. Practical application of delivery of enteral and parenteral nutrition will be reviewed and the role of the pharmacist in nutrition support will be highlighted.

PHRM 910 - Advanced Oncology Topics (2)

Targeted therapeutic approaches will be discussed within the context of modern understanding of cancer biology. The format is lectures followed by student discussion of journal club papers.

PHRM 911 - Street Drugs (2)

Street drug use is an unrelenting social epidemic. The pharmacist's role in addressing this epidemic extends well beyond prescription drugs. Pharmacists can help combat illicit drug use by playing a role in health promotion through public education. The course will begin with discussion of public health, social, legal, and ethical aspects of illicit drug use. An emphasis will be placed on the neurobiology, chemistry, and pharmacology of each drug class, as well as recognition of clinical presentation of toxicity and management. The course will also introduce students to common psycho-social outcomes and relevant legal ramifications.

PHRM 912 - Advanced Self-care (2)

This elective course builds on the foundational concepts of self-care. Students will apply the literature and their knowledge of non-prescription medications, dietary supplements, and natural products to patient self-care case vignette. The focus of the course is on medical conditions related to the gastrointestinal, respiratory, sensory (ophthalmic/otic/oral), integumentary and reproductive systems Medical issues such as musculoskeletal pain, headaches, and injuries, as well as health maintenance and mental health will also be addressed.

PHRM 913 - Advanced Geriatric (1)

This course provides students with the knowledge and skills necessary to offer comprehensive services related to geriatric care with application and advanced discussion of fundamental concepts in aging. The course will also provide the opportunity to explore issues related to drug therapy and to learn advanced skills in the pharmaceutical care to the elderly population in a variety of practice settings. The course will be taught using an on-site active learning, case-based discussion and lecture approach wherein students will integrate concepts involved in designing comprehensive medication management and counseling for geriatric patients.

PHRM 914 - Clinical and practical elements of infusion therapy (1)

This course will provide the student with specialized components of infusion delivery systems and will build upon basic knowledge students gained in prior studies. We will explore numerous routes used to deliver IV infusions of antibiotics, parenteral nutrition, chemotherapy, and hydration to patients in the home setting. Students will gain a firm understanding of current products available to enhance the effectiveness of IV medication delivery, while maintaining sterility and improving efficiency for home health nurses and other caregivers. This course will also address the advantages and disadvantages associated with current therapy delivery systems. Emphasis will be placed on the rationale for each product used and the role of the pharmacist in product recommendations will be highlighted.

PHRM 915 - Advanced topics in medication safety (1)

This elective course reviews the following areas of medication safety: Adverse Drug Reaction (ADR) monitoring and reporting, Medication Use Evaluations (MUE), Risk Evaluation and Mitigation Strategies (REMS), and the 11 components of a Medication Error Reduction Plan (MERP). The student will prepare a report that can be presented to a hospital's Pharmacy & Therapeutics Committee.

PHRM 916 - Critical Care Pharmacotherapy (2)

This elective course in "Critical Care" introduces students to the efficacy, safety, and comparative value of drug therapy in the management of critically ill patients. Knowledge of physiology, pharmacology, toxicology, and therapeutic management is applied to disease states and conditions commonly seen but specific to critically ill patients. The approach to course delivery will emphasize team based learning, which promotes group collaboration and integration of critical care knowledge and concepts while maintaining individual accountability for the material and concepts.

PHRM 917 - Innovations in Community Practice: Point-of-Care Testing (1)

This elective course is intended to help pharmacy students earn a point-of-care (POC) testing certificate, offered by the National Association of Chain Drug Stores. In this course, students will learn how to perform four types of specimen collection (oral swab, nasal swab, throat swab and finger stick). Students will also learn to assess patients by evaluating vital signs and physical findings to determine if POC testing is appropriate.

PHRM 918 - Post-Graduate Training: Residency & Fellowship (1)

Prepare for post-graduate training opportunities with this elective course focusing on residencies and fellowships. Students will learn how to find and apply to programs. Students will prepare curriculum vitae, letters of intent and portfolios during the course.

PHRM 919 - Prescription Drug Abuse: The Opioid Epidemic (2)

This elective course will discuss the pharmacist's role in addressing prescription drug abuse which has become a major public health concern. The course will begin with discussion of public health, social, legal, and ethical aspects of prescription drug abuse, as well as monitoring programs, and distribution/diversion issues. An emphasis will be placed on the neurobiology, chemistry, and pharmacology of opioids as a drug class, as well as recognition of clinical presentation of toxicity and management.

PHRM 920 - Methods in Preclinical Research (2)

This elective course is a structured laboratory-based active learning course with faculty supervision in contemporary areas of pharmacy. In this elective, students will learn laboratory-based technical skills in the area of preclinical and/or translational research.

PHRM 921 - Travel Health (2)

This elective course provides students with the knowledge and skills necessary to offer comprehensive services related to clinical and social aspects of preventative pharmacy-based travel

health. Students will learn to provide effective pre-travel assessment and consultation as provided for by CA SB493 and related regulations. Students will also be guided to initiate prescriptions and provide recommendations for: immunizations, medications to prevent travel-related infectious diseases, and medications for self-treatable medical conditions not requiring a diagnosis. The course will be taught using a blended lecture and case-based approach wherein students will integrate concepts involved in designing comprehensive plans and counseling for patients anticipating international travel. An immunization lab component will allow students to gain experience with the unique challenges of organizing and preparing injectable travel-related immunizations.

PHRM 923 - Medication Therapy Management Services (2)

This elective course will provide didactic and clinical experiences on Medication Therapy Management (MTM) Services. Students will gain experience interviewing patients, identifying and prioritizing medication-related problems, developing and implementing interventions, and documenting activities. In addition, students will have the opportunity to explore various business models and billing strategies and discuss plans for implementation. Self-study modules, case studies, hands-on patient interviews, and assessment practice sessions, will help students obtain the clinical knowledge and skills needed to establish medication therapy management services. Students will receive American Pharmacist Association (APhA) MTM certificate upon successful completion of the course.

PHRM 924 - Advanced antimicrobial pharmacotherapy (2)

This elective course will introduce antimicrobial stewardship. The course focuses on the knowledge and clinical skills in application of advanced antimicrobial therapy on patient care.

PHRM 925 - Therapeutic Lifestyle Changes: the Burden of Proof (2)

This course provides knowledge in evidence-based lifestyle changes with a focus on the role of diet and exercise in health optimization and disease treatment. Students will examine a range of topics on human nutrition and exercise, including macronutrients, micronutrients, the effects of diet on health, claims and evidence for use of megadoses of vitamins, and exercise for preventing/treating specific disease states. The emphasis is on evidence-based information, utilizing the medical and epidemiological literature to analyze the impact of food, diets, nutritional supplements, and exercise on human health.

PHRM 926 - Ambulatory Care (2)

This elective course focuses on contemporary topics in ambulatory care pharmacy practice. Clinical pharmacy topics include anticoagulation, asthma, chronic obstructive pulmonary disease (COPD), congestive heart failure, contraception, diabetes mellitus, dyslipidemia, hypertension, osteoporosis, tobacco cessation, and transitions of care. Student pharmacists will hone higher order thinking skills by applying foundational therapeutic knowledge and evidence-based practice to clinical case studies. Course instructors with expertise in each clinical topic area will facilitate team-based learning and group discussions. Class sessions will consist of a team-based quiz and large group discussion in the first hour, team-based synthesis of evidence-based clinical case notes in the second one and one-half hour, and a large group discussion in the final half hour.

PHRM 927 - Leading Self - The Mirror View (2)

During this elective course students obtain the skills necessary to serve as an effective member of a healthcare team. The learner explores and identifies self in the areas of emotional intelligence, learning preferences, strengths, and self-identity within a team. Concepts are reinforced through reflective exercises using meta-cognitive approach. Differences and similarities of leadership versus management are introduced.

PHRM 928 - Managed Care Pharmacy (1)

This elective course provides an overview of managed care pharmacy. Students are provided an immersion into managed care principles and procedures to ultimately enable them to understand and anticipate the impact on health care reform on pharmacy practice. Students learn about professional

practice opportunities within managed care systems in the evolving U.S. health care financing and delivery system.

PHRM 929 - Introduction to Pharmaceutical Industry (2)

This elective course is designed to provide an overview to the pharmaceutical industry including professional challenges and opportunities for pharmacists. Students will learn various roles of pharmacists within the pharmaceutical industry. Several functional departments including medical affairs, medical liaisons, healthcare economics, medical communications, medical information, operations & informatics will be discussed. This course will illustrate various aspects of pharmaceutical commercialization from drug development and regulatory approval to marketing and sales. This course will highlight steps necessary to pursue a career in the pharmaceutical industry. Students will understand how pharmacists contribute their clinical knowledge to pharmaceutical industry, patient care, and members of the healthcare team on a broader scale and expanded professional path.

PHRM 930 - Leading Teams - The Window View (2)

During this course students obtain the skills necessary to work as an effective healthcare team member. The learner explores the capabilities necessary to effectively influence individuals and groups to meet organizational goals. Students will also debate about effectiveness of different leadership styles.

PHRM 931 - Well-Being, Resiliency and Productivity for the Graduate Student (1)

Care, in general, and healthcare in particular, requires a certain degree of well-being on the part of the provider. This elective course introduces students to evidence based well-being, resiliency and productivity. The course will facilitate students to implement components of well-being, resiliency and productivity into daily practice.

PHRM 933 - Principles of Pain Management (2)

Provides students with knowledge and skills in treating patients with acute or chronic pain. Students will integrate basic science knowledge into clinical practice. Students will evaluate and assimilate scientific evidence to improve patient care and employ concepts of disease prevention, public health promotion, literacy, and/or wellness. Evaluate population health issues by considering quality of care, access, and cost at the local, state, and federal levels. Identify medication-related problems, formulate medication treatment plans, and monitor and evaluate patient response to pharmacotherapy for the treatment of pain.

PHRM 934 - Application of Contemporary Pharmaceutics (2)

Explores contemporary topics related to the art and science of non-sterile extemporaneous compounding to develop an advanced understanding of principles and practices involved in the field of compounding pharmacy, and gain an understanding of how compounding pharmacy can solve medication related problems for human and veterinary use. Examines a range of topics including regulatory guidelines, calculation review, and various considerations in formulas and compounding techniques. The course will be delivered using a case based approach, mini lectures, pre-class reading assignments and class discussions.

PHRM 935 - Special Populations -Pediatrics and Geriatrics (1)

Provides a continuation of learning in the areas of therapeutics and patient care in unique patient populations. Pediatric topics will go beyond what is covered in the core curriculum by including neonatal critical care, congenital heart disease, pediatric advanced life support (PALS) and renal disease. Geriatric topics will include palliative care, frailty, fall-risk-increasing drugs, polypharmacy, and drug induced diseases. Topics will be covered in this course through team-based learning exercises, lectures, quizzes and OSCE's that will provide the students practice in working with these patient

populations. The course expands on the knowledge and skills discussed in the core curriculum for students interested in working with these patient populations and to help prepare the students to manage these patient populations during their APPE's.

PHRM 936 - Sports Pharmacy (1)

This course focuses on therapeutics and pharmaceutical care in sports. Sports pharmacy topics will include asthma in sports, glucocorticoids in sports, performance enhancing drugs, medical implications of the World Anti-Doping Agency Prohibited List, stimulants and anabolic steroids, exercise in patients with metabolic syndrome, nutrition in sports, brain injuries, musculoskeletal injuries and pain management. Topics will be covered in this course through team-based learning exercises, lectures, and other interactive learning methods that will provide the students practice in working in athletics. The aim of this course is to expand the knowledge and skills discussed in the core curriculum for students interested in working with this population and to help prepare the students to manage these athletes.

PHRM 937 - PHRM - 937 (2)

The purpose of this elective is to give students interested in careers in academia the opportunity to learn and apply the basic theories and practices of teaching and learning. Topics will include instructional methods such as flipped classroom, team-based learning, game-based learning, and metacognition, basics of pedagogy and andragogy, effective use of technology in the classroom, implementing active learning in the classroom, and creation of a lecture including construction of lecture objectives and exam questions Students will have an opportunity to apply what they have learned in class by developing and presenting a presentation to the class. Instructional methods used in this class will include class discussions, hands on training, case discussions, and role plays.

PHRM 938 - Applied Medical Terminology (1)

Provides students with a deeper foundational understanding and application of medical terminology. Topics focus on common prefixes, suffixes, root words, medical abbreviations, and decoding medical terms as it relates to healthcare and pharmacy. Emphasis on the application of medical terminology in a healthcare setting and how this can impact communication among healthcare professionals. Methods of instruction inlude guided facilitation, cases studies, games, and classroom activities.

PHRM 939 - Debate, Advocacy & Mock Trial (2)

Provides students with a framework of concepts and principles to reinforce research process; critical thinking, communication, collaboration, and debate as well as advocacy skills. Student-groups collaborate on assignments which serve as benchmarks in the semester-long project timeline and include: researching pros and cons of a controversial pharmacy practice or pharmacotherapy-related topic, evaluating evidence; debating (both pros and cons) as means of trial preparation, developing arguments, roles and trial strategies.

PHRM 940 - Drug Discovery and Development (2)

Provides an overview of the procedures and the structure of drug discovery and development from preclinical candidate selection to new drug application (NDA) approval and the post marketing surveillances. Students will gain an understanding of FDA structure and its various centers, role of regulatory authorities, laws, regulations and policies for drug application, as well as reviewing the time line and components of clinical phases. In addition student gain an understanding of the role of Institutional Animal Care and Use Committees (IACUC) in drug discovery, and the role of Institutional Review Board (IRB) in drug development.

PHRM 941 - Python for Data Management and Analytics (2)

Provides an introduction to programming, data processing, and data analytics using Python for pharmacy students with little or no prior experience in programming. The course will focus on

learning the Python programming language in the context of working with data, planning and organizing programs, commonly-used algorithms, data management, data cleaning, basic data mining, and fundamentals of computational modeling. Students will learn what pharmacy career opportunities data science could be applied to including but not limited to, pharmacy analytics.

PHRM 942 - Natural and Complementary Medicine (2)

Students will be presented with foundational concepts and knowledge in natural products and complementary medicine in this elective. An understanding of natural products and complementary medicine will help students better understand the controversy and widespread use of natural products and complementary medicine practices they may see as a pharmacist. Students will be able to provide more thorough clinical decisions for patients using natural products and complementary medicine to provide clinical insight to providers or patients.

PHRM 943 - Innovative Technologies in Formulation (2)

This course focuses on new technologies utilized in dosage form formulations such as implants, drug loaded devices and 3D printing tablets among other novel dosage forms. The course covers novel drug delivery with formulation, device and organ specific delivery approaches.

PHRM 944 - Systematic Review and Meta-Analysis (2)

This course will introduce students to methods to perform systematic reviews and meta-analysis. The course will cover the basic principles, analytical framework, and process of systematic review and meta-analysis, including how to interpret the results of a meta-analysis and understand heterogeneity and bias in meta-analysis. Upon completion of this course, students will be able to formulate an answerable research question, find the evidence using a secondary resource such as PubMed, appraise the evidence for quality, and finally extract the relevant information needed to perform a systematic review and/or meta-analysis which can be published in a scientific journal.

PHRM 945 - Natural Products: from Formulation to Regulation (2)

This course investigates the impact of medicines and dietary supplements derived from nature on public health. Students will be exploring topics such as the traditional and modern use of natural products, the formulation and manufacture of dietary supplements, the regulatory environment of dietary supplements, and business models and marketing practices of top dietary supplement companies.

PHRM 946 - Pharmaceutical Calculations (2)

This course focuses on applying the fundamentals of calculations and measurement to mathematical problems associated with pharmacy, to accurately use formulas, approximate equivalents, and nomograms to calculate doses, to memorize specific nomenclature (metric, apothecary and avoirdupois systems, Latin abbreviations) needed to interpret a prescription order, to accurately utilize dimensional analysis, ratio-proportion, and other methods of measurement to convert between units. Dosage calculations emphasizes critical thinking techniques to effectively, accurately and safely calculate dosages of medications. It includes reading, interpreting and solving calculation problems encountered in the preparation of medication in all pharmacy practice settings including but not limited to problems dealing with aliquots, concentration, dosing patients, allegation, dilution of solutions, isotonicity, IV rates of flow, milliequivalents and milliosmoles, among other basic pharmacy calculation concepts.

PHRM 947 - Clinical Calculations (1)

Provides an opportunity for pharmacy students to practice and apply clinical calculations. Students gain experiences to accurately calculate dose administration, drug concentration, drug compounding and reparation.

PHRM 948 - Pop Medicine: How Media Shapes Perception of Pharmacy (2)

Explore various perspectives of pharmacists portrayed by the media. Analyze the pharmacy profession's mass representation by critiquing media outlets including television, movies, news and other platforms. Discuss strategies to overcome stereotypes that negatively impact the profession of pharmacy. Create a proposal to dispel false perceptions of pharmacist roles and accurately portray the profession.

PHRM 949 - Infectious Diseases in Movies (1)

This course introduces movies related to infectious diseases and provides opportunities to review and discuss the pathophysiology and pharmacotherapy of infectious diseases. After each movie and classroom discussion, students will recapture the signs and symptoms and disease progression, along with primary and secondary therapy for management. Students will obtain indirect but in-depth experience on the outcomes in the community or to individuals due to infectious diseases.

PHRM 950 - Life-Long Learning (LLL) and Medication Therapy Management (MTM) in Pharmacy (2)

Provides life-long learning strategies to medication therapy management (MTM) in an outpatient pharmacy practice through selected pharmacy patient case presentations. Students will use team-based learning (TBL), an instructional active learning approach that utilizes life-long learning strategies, to solve cases. The selected pharmacy patient cases may include, but are not limited to asthma, COPD, diabetes, dyslipidemia, hypertension, osteoarthritis, rheumatoid arthritis, Heart failure, and depression. Students will complete MTM training via MTM platforms such as MTM outcomes. Students practice the MTM with using their knowledge and skills to provide quality care, and thus reflect the values of serving passion, patient-centered care, communication and collaboration, and life-long learning.

PHRM 951 - Cutting Edge Topics in Pharmaceutical Sciences (2)

Students will examine cutting edge topics in the Pharmaceutical Sciences, selected based on their timeliness, uniqueness, or general interest. Topics examined may be diverse and range from concepts in the basic sciences to principles that underlie societal codes of conduct. Examples include but are not limited to clinical studies, drug discovery and delivery, analysis and quality control, regulatory affairs, ethics, and fraud.

PHRM 952 - Post-Graduate Training: Residency & Fellowship (2)

Prepare for post-graduate training opportunities with this elective course focusing on residencies and fellowships. Students will learn how to find and apply to programs. Students will prepare curriculum vitae, letters of intent and portfolios during the course.

PHRM 991 - APPE - Acute Care (5)

Allows students, under the supervision of a preceptor, exposure and experience in the comprehensive treatment and inpatient management of disease states of adult patient populations admitted to a hospital or other institutionalized setting with common acute or chronic conditions. An acute care APPE can include experiences in internal medicine or family medicine. Students engage in practice management; practicing as part of an interprofessional team; direct patient care activities including obtaining and recording patient medical and medication histories, developing and updating patient therapeutic plans, monitoring lab values, and assessing for drug interactions and adverse drug reactions; interacting with other healthcare providers, and providing education to patients and other health care professionals.

PHRM 992 - APPE - Hospital Practice (5)

Provides student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient-centered care in an institutional setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and

enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of clinical intervention and the steps necessary to execute those interventions effectively in a multidisciplinary team. Students engage in pharmacy operations management; services associated with automated drug distribution and control; contribution to quality improvement programs and patient safety provisions at the site; active participation in the pharmacy services provided by the department including evaluating medication orders, assessing patient drug therapy, creating pharmaceutical care plans, recording medication histories, medication reconciliation, discharge counseling; participating in formulary processes; as well as developing an understanding of interdepartmental relationships within the institution and health system.

PHRM 993 - APPE - Community Practice (5)

Provides student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient centered care in a community practice setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of therapeutic intervention and the steps necessary to execute those interventions effectively. Students engage in pharmacy operations management; assessing drug therapy, evaluating and solving drug-related problems, managing medication histories, dispensing medication orders, recommending appropriate prescription and nonprescription therapy and alternative treatments, patient counseling and interacting with patients as a primary health care source, as well as participating in health screenings and patient education and wellness programs.

PHRM 994 - APPE - Ambulatory Care Practice (5)

Allows students, under the supervision of a preceptor, the opportunity for substantial exposure and experience in the comprehensive treatment of patients in a general or specialized outpatient setting. The primary focus of the APPE is the medication management and general care of patients with chronic medical conditions. Clinics include but are not limited to diabetes, anticoagulation, asthma, dyslipidemia, and hypertension. Students engage in practice management; direct patient care activities including obtaining and recording patient medical and medication histories, drug therapy assessment for problems and appropriateness, developing pharmacy care plans or recommendations, documenting interventions, comprehensive patient counseling, monitoring therapeutic outcomes in various population groups; interacting with other healthcare providers, and providing education to patients and other health care professionals.

PHRM 995 - APPE - Elective I (5)

Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice area (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum.

PHRM 996 - APPE - Elective II (5)

Each student will be required to complete two 6- week elective APPE rotations during their fourth year. Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice area (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum. This is the second of a two-course series.

PHRM 997 - Board Preparation I (2)

Provides students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. This is the first of a three-course series.

PHRM 998 - Board Preparation II (1)

Provides students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. This is the second of a three-course series.

PHRM 999 - Board Preparation III (1)

Provides students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. This is the third of a three-course series.

PHIL - PHILOSOPHY

PHIL 251 - Survey of Contemporary Ethics (3)

Provides a general overview of ethical theory and contemporary issues. Students will explore ethical theories including religion and global ethics, egoism, altruism and the social contract, utilitarianism, deontology, and feminist ethics. Students will also develop an expanded knowledge base of contemporary ethical issues including euthanasia, abortion, sexual morality, same-sex marriage, equality and discrimination, structural racism, economic justice, global distributive justice, punishment and the death penalty, environmental ethics, animal ethics, violence, and war. GE Competency Area: C

PHIL 340 - Critical Thinking (3)

Develops students' critical thinking and analytical reasoning skills. Students demonstrate the ability to make sound judgments, analyze arguments, evaluate the credibility of claims, and reflect on their own thinking. Topics include cognitive development, decision-making, emotional intelligence, deductive and inductive reasoning, formal and informal logic, rhetorical strategies, and logical fallacies. GE Competency Area: C

This course is equivalent to PHIL 341

PHIL 341 - Critical Reasoning (3)

Differentiates and analyzes the understanding, recognition, and construction of critical thinking. Emphasis on critical thinking and perception, cognitive development, decision making, emotional intelligence, deductive and inductive reasoning, formal and informal logic. Designed to improve critical thinking in written and spoken arguments by applying established modes of reasoning, analyzing rhetorical strategies, evaluating logical fallacies, and detecting propaganda techniques. GE Competency Area: C

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

PHIL 350 - Organizational Law and Ethics (3)

This course explores the ethical and legal issues within healthcare organizations. Students will engage in ethics case studies and explore current events to focus on the nature of rights in ethical discourse, analyze ethical and legal health care issues such as physician-assisted suicide, advance directives, reproductive health, organ donation, cloning, genetics, and human enhancements.

PHIL 434 - Medical Ethics and Issues (3)

Introduces biomedical and health care ethics. Topics include a wide range of subjects such as research involving humans and animals, human genetics, reproduction, death and dying, organ transplantation, public health, biotechnology, and bioscience. Designed to help students understand how health care professionals and consumers make difficult health care choices for their patients, their loved ones, and themselves. GE Competency Area: C

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

PHIL 435 - Methods of Conflict Resolution (3)

Examines methodologies, concepts, and behaviors necessary to analyze and resolve conflict. Guides students to acquire and develop the skills necessary to effectively respond to, negotiate through, and prevent conflict in social and professional situations. GE Competency Area: C

Offered: 45.

PHYS - PHYSIOLOGY

PHYS 261 - Human Physiology (4.0)

Provides an in-depth introduction to the physiology of the human body. Provides students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. Organ systems are studied with respect to their interactions under normal and abnormal conditions. Major topics include cell function, tissues, organization of the human body, and physiology of all body systems. Laboratory experiences reinforce concepts studied in lecture and introduce students to clinical techniques. GE Competency Area: G

Prerequisite: ANAT 260 or the equivalent. Offered: 4.0 Semester Credits: 3.0 Credits Theory and 1.0 Credit Lab.

PHYS 261D - Human Physiology (3)

Provides an in-depth introduction to the physiology of the human body. Provides students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. Organ systems are studied with respect to their interactions under normal and abnormal conditions. Major topics include cell function, tissues, organization of the human body, and physiology of all body systems.

Prerequisite: ANAT 260D and PHYS 261L or the equivalent. Offered: 81.

PHYZ - PHYSICS

PHYZ 201 - Physics with Lab (4)

This course is an introduction to physics primarily for liberal arts and health science majors that will give students a fundamental understanding of the basic laws of nature and their impact on our health and our universe. The course will explore basic concepts in classical mechanics (matter, motion, work, energy), thermodynamics (temperature and heat), electricity and magnetism, light and optics, and some elements of modern physics (nuclear radiation). Students will develop analytical thinking by learning problem-solving techniques and by observation and application in online lab sessions.

PSYC - PSYCHOLOGY

PSYC 160 - Introduction to Psychology (3)

Examines basic psychological concepts, such as the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories. Presents an introduction to the issues, methods, and descriptions of psychology. Discusses individual and social problems of everyday life through the viewpoints and methods of modern scientific psychology. Examines the psychological processes through which people deal with the challenges of everyday life. GE Competency Area: E

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

PSYC 200 - Emotional Intelligence (3)

Identifies personal emotional intelligence (EQ) skills which can be developed into strengths. Analyzes strategies to calculate and improve EQ and explores what factors and triggers influence EQ scores. Explores self-awareness strategies, self-management strategies, relationship management strategies, and social awareness strategies. GE Competency Area: E

Offered: 45.

PSYC 290 - Life Span Psychology (3)

Covers basic concepts and theories of child and adult development. Study's findings from classic as well as recent studies of physical growth, brain development, perception, language, cognitive development, social interaction, emotional, personality, and moral development. Interplay between an individual's biology with the environment, family, and culture is discussed. Covers topics in seven major periods of life: prenatal, infancy, preschool, school-age, adolescence, adulthood, and old age/death. GE Competency Area: E

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: PSYC 160 or the equivalent. Offered: 45.

PT - PHYSICAL THERAPY

PT 700 - Physical Therapy Professionalism (2)

The purpose of this course is to prepare students for interdisciplinary practice and provide foundational professionalism skills that will be used throughout the curriculum and their professional careers. This course provides the student with an overview of the history and development of modern-day physical therapy in the United States, the professional roles of practicing physical therapists, and the application of reflective practice. Core physical therapy documents are examined in depth and include the APTA Code of Ethics, Core Values, and Guide for Professional Conduct. Topics of application include communication (verbal, nonverbal, and written), individual and cultural differences, leadership skills, professional behavior and abilities, and responsibility for professional development.

Prerequisite: Acceptance into the DPT Program. Offered: 30.

PT 701 - Foundation Sciences: Human Anatomy (4)

The study of human anatomical structures as related to physical therapy practice. Study will include essential knowledge needed for differential diagnosis, palpation and patient handling techniques. A

regional approach is aided by peers, specimens, models, and multimedia. The course will include interactive, hands-on components. Prerequisites: acceptance into the program.

Prerequisite: Acceptance into the DPT Program. . Offered: 90.

PT 704 - Clinical Skills I: Foundations of Physical Therapy Practice (4)

This is the first course in the clinical skills series designed to introduce students to the clinical sciences and prepare students for direct patient care. In this course, students will learn and apply concepts that are fundamental to the practice of physical therapy. This course will focus on the development of skills for clinician safety, including infection control, body mechanics, principles of mobility, surgical precautions, as well as roles of physical therapy in prolonged immobility. This course will introduce the fundamental psychomotor components of patient handling techniques such as bed mobility, transfers, gait training, wheelchair mobility, in addition to management of lines and equipment while reinforcing both clinician and patient safety. Other topics that will be considered are the principals of physical therapy examination and intervention, communication, documentation, legal issues and psychosocial issues of physical therapy practice.

Prerequisite: Acceptance into the DPT Program. Offered: 90.

PT 706 - Ethicolegal Issues in Healthcare and IPE Collaboration (3)

This course examines current issues and trends in the healthcare law, ethics, and policy. Specific topics include ethical principles and theories, government payment benefits and policies, HIPAA and privacy laws, fundamentals of insurance and managed healthcare, and policy considerations for access, cost, and quality. Students will build upon knowledge of APTA Core Values, Code of Ethics, and Guide to Professional Conduct in addition to CA State Practice Act when analyzing ethical, moral, regulatory, and legal duties in practice. Students will explore advocacy at professional and societal levels through the identification of APTA legislative priorities and communication with legislators. This course will serve as an introduction to Interprofessional Healthcare where students will have the opportunity to learn from and work with students in other programs. This course will conclude by debating professional topics that are at the forefront of physical therapist practice.

Prerequisite: Successful completion of all trimester one physical therapy courses. . Corequisite: None. Offered: 45.

PT 707 - Musculoskeletal Physical Therapy I (5)

This course is designed to prepare the student for the physical therapy management of musculoskeletal disorders. Commonly seen orthopedic conditions of the cervicothoracic spine and upper extremity are presented within a pain sciences and clinical reasoning framework. Information regarding an evidence-based approach to critical thinking and application of psychomotor skills relative to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment will be emphasized. Students will be assisted in recognizing orthopedic conditions which require referral for further examination and treatment.

Prerequisite: Successful completion of all trimester two physical therapy courses. . Offered: 105.

PT 708 - Cardiopulmonary and Vascular Physical Therapy (3)

This course examines current issues and trends in the healthcare law, ethics, and policy. Specific topics include ethical principles and theories, government payment benefits and policies, HIPAA and privacy laws, fundamentals of insurance and managed healthcare, and policy considerations for access, cost, and quality. Students will build upon knowledge of APTA Core Values, Code of Ethics, and Guide to Professional Conduct in addition to CA State Practice Act when analyzing ethical, moral, regulatory, and legal duties in practice. Students will explore advocacy at professional and societal levels through the identification of APTA legislative priorities and communication with legislators. This course will serve as an introduction to Interprofessional Healthcare where students will have the opportunity to learn from and work with students in other programs. This course will conclude by debating professional topics that are at the forefront of physical therapist practice.

Prerequisite: Successful completion of all trimester two physical therapy courses. . Corequisite: None. . Offered: 45.

PT 710 - The Socio-Cultural Aspects of Human Interaction (2)

General principles of human interaction, communication, and relationships are presented, including self, professional-patient, and interdisciplinary strategies for understanding adaptations to disease and disability. The content of the course includes discussion of health disparities and social determinants of health, health literacy, and issues of healthcare access. The student will develop skills needed to be culturally competent in physical therapy practice.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 30.

PT 712 - Neuromuscular Physical Therapy I (5)

The first of two courses in this series, this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction. Students will apply the elements of patient management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment to the patient with neuromuscular dysfunction. Diagnosis specific management is provided for cerebrovascular accident (stroke), traumatic brain injury, Parkinson's Disease, multiple sclerosis, and others closely related to these diagnoses.

Prerequisite: Successful completion of all trimester three physical therapy courses. . Offered: 105.

PT 713 - Foundation Sciences: Neuroscience I (3)

This course is designed in a progressive manner. Students will first learn basic neuroanatomical and brain vascular structures, their relationships to other neuroanatomical structures as well as basic neuroembryology, neurohistology, and neurophysiology. Next, students will learn regional neuroanatomy and the main function of each regional structure, building on their new knowledge of neuroanatomy using case histories as a learning tool. By the end of this course, the student will gain the necessary knowledge to proceed to Neuroscience II.

Prerequisite: Successful completion of all trimester two physical therapy courses. . Offered: 45.

PT 714 - Clinical Skills II: Physical Therapy Examination (3)

This the second course in the clinical skills series designed to provide students with experiences to develop skills for the physical therapy examination processes in a variety of settings. These foundational skills will be utilized in all upcoming systems based courses as students will continue to develop clinical examination and evaluation skills.

Prerequisite: Successful completion of all trimester one physical therapy courses. . Offered: 75.

PT 716 - Critical Inquiry: Research Methods and Biostatistics (3)

This course introduces the student to biostatistics, and will cover such topics as descriptive statistics, probability distributions (normal & binomial), sampling distributions, interval estimation, confidence intervals, hypothesis testing, and one and two-sample t-tests.

Prerequisite: Successful completion of all trimester one physical therapy courses. . Offered: 45.

PT 717 - Musculoskeletal Physical Therapy II (5)

This course is designed to prepare the student for the physical therapy management of musculoskeletal disorders. Commonly seen orthopedic conditions of the lumbar spine and lower extremity are presented within a pain sciences and clinical reasoning framework. Information regarding an evidence based approach to critical thinking and application of psychomotor skills relative to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment will be emphasized. Students will be assisted in recognizing orthopedic conditions which require referral for further examination and treatment.

Prerequisite: Successful completion of all trimester three physical therapy courses. .

PT 719 - Physical Therapy Experience (5)

The first of four clinical education courses; this course is designed to facilitate socialization of DPT students to the clinical environment and to apply knowledge and basic skills developed in the curriculum. Students will participate in direct patient care under the supervision of clinical faculty members. Student activities may include, but are not limited to: patient examination and treatment, patient and family education, article presentations, and other aspects of patient care.

Prerequisite: Successful completion of all DPT trimester four courses. . Offered: 240.

PT 720 - Foundation Sciences: Applied Biomechanics (2)

A required course that provides a foundational understanding of basic biomechanical principles including Newtonian physics, emphasizing the biomechanics of human tissue and the body as a whole, together with methods of human motion analysis.

Prerequisite: Admission to the Doctor of Physical Therapy Program. Offered: 45.

PT 722 - Neuromuscular Physical Therapy II (5)

The second of two courses in this series; this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction across the lifespan. Students will incorporate and build upon concepts and skills developed in the first course. Emphasis will be placed on using an evidence-based approach to develop knowledge and skills in managing a variety of common pediatric conditions, as well as management of spinal cord injury, vestibular dysfunction, and multi-system neurologic conditions.

Prerequisite: Successful completion of all trimester four physical therapy courses. . Offered: 120.

PT 723 - Interprofessional Healthcare (1)

Students will participate in on-line learning modules and activities relating to various aspects of interprofessional healthcare collaboration including team member roles and responsibilities, communication, effective case management, technology application, service opportunities, and self-reflection. The student is anticipated to end the course with an appreciation for collaborative care, professional responsibilities, and strategies for effective work across multiple disciplines.

Prerequisite: Successful completion of all trimester eight physical therapy courses. . Offered: 15.

PT 724 - Clinical Skills III: Therapeutic Exercise and Physical Agents (4)

The third course in the clinical skills series. It is designed to provide students with an overview of basic principles related to therapeutic exercise and therapeutic agents. This includes acute and chronic physiologic adaptation to aerobic and anaerobic exercise and therapeutic agents. The impact various disease states have on exercise capacity will also be explored. In addition, the application of therapeutic exercise prescription and therapeutic agents and medical documentation will be emphasized as related to pathologic conditions commonly seen in physical therapy practice.

Prerequisite: Successful completion of all trimester 2 Physical Therapy courses. . Offered: 90.

PT 725 - Evidence-Based Practice I (2)

This is the first in a three-course sequence in evidence-based practice that provides students with the foundational knowledge and skills necessary to conscientiously, explicitly, and judiciously use current best evidence in making clinical decisions. This course builds on the information from the critical inquiry series. The course focuses on the components of evidence-based practice, formulating answerable clinical questions, and accessing and performing critical appraisals of evidence relevant to clinical practice.

Prerequisite: Successful completion of all trimester two physical therapy courses. . Offered: 30.

PT 726 - Foundational Sciences: Kinesiology/Pathomechanics (4)

This course will examine the study of human posture and the application of a functional movement analysis for patient assessment. Anatomical, structural, and functional properties of human connective, muscular, and nervous tissue as well as skeletal structures will be reviewed with an emphasis on functional assessment. Emphasis will also be placed on biomechanical, neuroregulatory, and muscular influences upon normal and pathological motion.

Prerequisite: Successful completion of all trimester one physical therapy courses. . Offered: 75.

PT 728 - Evidence-Based Concepts of Musculoskeletal Imaging (2)

This course will examine the clinical relevance of imaging as it pertains to musculoskeletal imaging. A combination of mechanistic and clinical reasoning approaches will be utilized to assist the future physical therapist in determining the need for appropriate imaging, understanding imaging findings as they pertain to normal and abnormal characteristics, and its relevance to the patient's chief complaint. Included will be discussions on various types of imaging such as plain film radiographs, magnetic resonance imaging, computerized tomography scans, and diagnostic ultrasound. A systematic approach will be used to examine normal and pathologic anatomy of the spine and major peripheral joints. Emphasis will also be placed on appropriateness of when to seek imaging, and the clinical management in the presence of abnormal findings.

Prerequisite: Successful completion of all trimester four physical therapy courses. . Offered: 30.

PT 729 - Clinical Internship I (13)

The first of three extended clinical internships, this course is designed to incorporate the knowledge and skills obtained during the final didactic portion of the curriculum and will build on the first clinical experience course. Students will participate in direct patient care while under the supervision of clinical faculty. It is anticipated that the student PT will be able to demonstrate Intermediate level performance with clinical skills by the end of this clinical experience.

Prerequisite: Successful completion of all DPT trimester six courses. . Offered: 600.

PT 730 - Introduction to Management, Advocacy and Health Promotion (2)

This course will develop the knowledge and skills required for patient/client management and administrative roles within healthcare delivery systems. Payment models will be analyzed for their impact on patient services, interprofessional care delivery and health promotion, organizational operations, major stakeholders, and relationship to legal and ethical decision making. Topics of reimbursement across the healthcare delivery system, coding, risk management, and case/utilization management are highlighted. Because today's healthcare environment requires the business acumen to plan, organize, and manage human, technical, environmental, and financial resources effectively and efficiently, students will have the opportunity to create a business proposal for a new rehabilitation service line or business. Employment and contract law, organizational management, feasibility studies and strategic planning, and business ethics will be explored. Professional development, leadership, and effective oral/written communication in preparation for employment are emphasized.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 30.

PT 731 - Foundation Sciences: Physiology/Histology (4)

A clinical approach to physiological systems most relevant to the practice of physical therapy. Content relates to the normal and abnormal muscle and nerve physiological function, growth and repair of bone and soft tissue, cardiopulmonary system functions, nutrition and digestion, endocrine regulation of metabolism, homeostasis and kidney function. Content includes the microscopic and submicroscopic structure of mammalian tissue.

Prerequisite: Acceptance into DPT Program. . Offered: 60.

PT 732 - Pharmacotherapy (3)

This course will introduce basic pharmacological concepts such as pharmacokinetics and pharmacodynamics, and will explore the potential impact of prescribed and over the counter (OTC) drugs on the outcome of physical therapy interventions. The course will also emphasize current best evidence regarding medications/drugs and their use in treating conditions commonly seen in physical therapy practice.

Prerequisite: Successful completion of all trimester three physical therapy courses. . Offered: 45.

PT 734 - Clinical Skills IV: Physical Therapy Evaluation I: Focused Guidance (3)

This course will cover the elements of patient/client management with a focus on components of an examination and the development of the evaluation-diagnosis-prognosis process. Classroom session with mock patient case scenarios will emphasize examination skills with refinement of psychomotor skills learned during the first year. The evaluative process will utilize the International Classification of Functioning and Disability (ICF) as the primary process for making a diagnosis and developing the prognosis/ plan of care. The course also includes: documentation, history taking, examination tests and measures, outcome tools, outcome assessments, and inter- professional collaboration during evaluation/diagnosis/and prognosis.

Prerequisite: Successful completion of all trimester four physical therapy courses. . Offered: 45.

PT 735 - Evidence-Based Practice II (2)

The second in a two course series, this course builds on all previous course work in EBP and is designed to prepare physical therapy students with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their clinical rotations. This course will prepare students to find, appraise, and integrate evidence for clinical decision-making, with particular emphasis on prognosis for a given patient, and the effectiveness of clinical interventions. The majority of this course work involves the creation and development of the final Capstone project.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 30.

PT 739 - Clinical Internship II (13)

The second clinical internship course is designed to incorporate knowledge and skills obtained and enhanced during the first extended Clinical Internship (PT 729). Students will participate in direct patient care while under the supervision of clinical faculty. It is anticipated that the student PT will be able to demonstrate Advanced Intermediate level performance with clinical skills by the end of this clinical experience. This is a full time clinical experience.

Prerequisite: Successful completion of all trimester seven physical therapy courses. . Offered: 600.

PT 740 - Prosthetics and Orthotics (2)

This course focuses on care of the patient who has had an amputation or condition that requires external support, including care related to underlying conditions and co-morbidities. Topics such as care of residual limb, prosthetic and orthotic types and condition management, and associated rehabilitation and training will be discussed and practiced.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 30.

PT 743 - Foundation Sciences: Neuroscience II (3)

This course is designed in a progressive manner. Students will build on the basic knowledge that was obtained in Neuroscience I. Students will learn system neuroscience which focuses on how the regional brain structures connect and function as integrated sensory, motor, cognitive, and emotional processes, using case histories as a learning tool.

Prerequisite: Successful completion of all trimester three physical therapy courses. . Offered: 60.

PT 744 - Clinical Skills V: Physical Therapy Evaluation II: Independent Evaluation (3)

This is the fifth and final of the clinical skills series courses which builds on the examination, evaluation, and screening knowledge and skills introduced in previous courses. The focus in this course is on differential diagnosis/physical assessment as it applies to physical therapy across multiple systems. Students will be expected to demonstrate emerging skills in the ability to evaluate the patient and provide a plausible diagnosis or clinical assessment and participate in online case based discussion with different healthcare providers in an interprofessional healthcare environment.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 60.

PT 749 - Clinical Internship III (13)

This final supervised clinical education course is designed to incorporate knowledge and skills obtained and enhanced during the first two clinical Internships. This internship is designed as a culminating clinical experience focusing on the full development of entry-level competence by the end of the course.

Prerequisite: Successful completion of all trimester eight physical therapy courses. . Offered: 600.

PT 751 - Foundation Sciences: Pathophysiology (3)

This course expands on concepts introduced in anatomy, physiology, and basic clinical science courses. Concepts of pathology and pathophysiology will be applied throughout the study of diseases related to the immune, respiratory, cardiovascular, oncologic, hematologic, endocrine, and metabolic diseases commonly seen in physical therapy practice.

Prerequisite: Prerequisite: Successful completion of all trimester one physical therapy courses. . Offered: 45.

PT 780 - Advanced Physical Therapy Research (2)

Elective course that provides an opportunity for students to deepen their knowledge and skills in physical therapy research. Builds on students' prior knowledge from the Critical Inquiry and Evidence Based Practice Series. Students will identify a research topic, complete the relevant literature review, articulate research question, collect and analyze relevant data.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 60.

PT 781 - Advanced Orthopedic Physical Therapy (2)

Elective course that provides advanced knowledge and skills for students who have a desire to pursue orthopedic physical therapy. Builds on previously acquired knowledge gathered in the program and focus on advanced topics in orthopedic examination and intervention. Allows students to perform a variety of manual therapy and therapeutic exercise techniques, including neurodynamic mobilization, joint mobilization, soft tissue mobilization, muscle performance training, and motor control training techniques and will provide students with a thorough understanding of modern pain science and the psychosocial implications of acute and chronic pain conditions. Increases awareness of advanced orthopedic examination and intervention techniques and pain science and the application to physical therapy management within a patient-centered biopsychosocial framework.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 60.

PT 782 - Advanced Neuromuscular Physical Therapy (2)

Elective course that provides advanced knowledge and skills for students interested in pursuing neurological physical therapy. Builds on prior knowledge from the Neuromuscular course sequence and focus on advanced topics in neuromuscular examination and intervention. Increases awareness of advanced neuromuscular examination and intervention techniques and the application to physical therapy management within a patient-centered biopsychosocial framework.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 45.

PT 783 - Advanced Pediatric Physical Therapy (2)

Elective course that enables students interested in pursuing pediatric practice to further develop the knowledge and skills specific to physical therapy in pediatrics. Builds on previously acquired knowledge gathered in the program and focus on advanced topics in pediatrics. Explores the psychosocial aspects of care for infants and families as well as the roles of the physical therapist as part of an interdisciplinary health care team.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 45.

PT 784 - Advanced Cross-Cultural Service Learning (2)

Elective course that provides an opportunity to enhance the knowledge and skills for patient centered care within a culturally diverse setting. During the lab sessions, students will apply evidence based physical therapy practice (including synthesis of interview and examination findings, and development of a comprehensive plan of care) through multiple visit case studies, enhancing their understanding of physical therapy progression and adaptation of interventions. Through service learning, students will engage in interprofessional interactions with other healthcare and community professionals.

Prerequisite: Successful completion of all trimester five physical therapy courses. . Offered: 45.

SCI - SCIENCE

SCI 210 - Survey of Science and Technology (3)

Examines the use and impact of science and technology across multiple disciplines. Emphasizes analysis of scientific and technological research and advancements utilized in medicine and business. Students engage in case studies and real-world scenarios to highlight the practical application of science and technology in everyday life. GE Competency Area: G

SPCH - SPEECH

SPCH 140 - Public Speaking (3)

Establishes public speaking skills by requiring students to deliver various types of speech, including informative, persuasive, and special occasion. Examines communication theory, research, and communication best practices. Supports students becoming critical consumers of communication. GE Competency Area: B

Course is equivalent to SPCH 142

SPCH 142 - Oral Communication (3)

Evaluates the construction, delivery, and analysis of public speaking. Students present several speeches to the class. Communication theory, research, and best practices are discussed in relation to persuasion, ethos, pathos, logos, logical fallacies, audience analysis, language choice, nonverbal messages, culture and communication, visual aids, listening, supporting materials, organizational patterns, evaluating research, and speech delivery. Different types of speeches are studied, such as informative, persuasive, special occasion. Students become critical consumers of communication. GE Competency Area: B

*As of April 2019, this course will be delivered online, asynchronously, through the institution's Learning Management System except where otherwise authorized by the Program Dean/Director.

Prerequisite: None. Offered: 45.

SOC - SOCIOLOGY

SOC 270 - Principles of Sociology (3)

Introduces sociological concepts to assist students in analyzing concepts such as socialization and culture, stability and change in societies, cooperation and conflict, religion, and political, economic, scientific, and technical institutions. Sociological concepts and issues including culture and subcultures are covered. GE Competency Area: E

Course is equivalent to SOC 280

SOC 280 - Sociology (3)

Questions basic sociological concepts, such as socialization and culture; social organizations; stability and change in societies; cooperation and conflict among human groups; religious, political, economic, technical, and scientific institutions. Sociological concepts and issues as culture and subculture; development of the self; gender and age roles; social class and caste; groups, communities, collectivities, and organizations; deviance; racism; human institutions: family, religion, education, government, economics; and population change in society are discussed. GE Competency Area: E

Prerequisite: None. Offered: 45.

SLP - SPEECH LANGUAGE PATHOLOGY

SLP 500 - Phonological Sciences with Lab (3)

Study of the descriptive, physiological, and acoustic phonetics along with the phonological rules and processes of American English. Anatomy and physiology of the oral structures, pharyngeal structures and neurological basis of speech will be reviewed. The lab includes application of the International Phonetic Alphabet (IPA) to the American English language including an analysis of the production of sound both in isolation and connected speech.

SLP 502 - Language Development with Lab (3)

Focuses on the neurological basis of language, language acquisition, development of the components of language, phonology, morphology, syntax, semantics, and pragmatics. The lab includes practical application of typical versus atypical language development.

SLP 504 - Guided Observation and Clinical Procedures with Lab (2)

Focuses on clinical procedurecs through prebrief, observation, and debrief methods. Includees guided observation associated clinical methods in a variety of simulated speech-language pathology settings. The lab includes experience with using speech and language observation forms, writing mock patient reports, and assessing appropriate and related clinical methods. of communication deficits (receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in infants as well as preschoolers. Topics include associated anatomical and physiological structures, social communication, syndrome identification, assessment; language sample collection procedures; language skills development and early intervention therapeutic strategies. The lab will integrate the practical application of theoretical knowledge.

SLP 506 - Clinical Audiology with Lab (3)

Introduces clinical audiology and hearing disorders. Focuses on the neurological basis of hearing, psychoacoustics, anatomy and physiology of the hearing mechanism, etiology of hearing loss, and pure tone audiometry. The lab includes the practical application of pure tone audiometry as well as the anatomy and physiology of the hearing mechanism. of communication deficits (receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in school age children and adolescents. Topics

include associated anatomical and physiological structures, identification, differential diagnoses, assessment of conceptual requisites and concrete language skills; language samples; and interactive therapeutic strategies. The lab will integrate the practical application of theoretical knowledge.

SLP 508 - Anatomy & Physiology of the Communication & Swallowing Mechanisms with Lab (3)

Study of the neural basis of swallowing, respiration, phonation, resonation, and articulation. Review of the anatomical and physiological structures that undergird communication as well as swallowing. The lab includes practical application of the structures and function to communicate and swallowing. of nature and causes of fluency and fluency disorders. Topics include, analyses of current theories and research concerning stuttering and cluttering. This course includes development of a rationale for diagnosis, case selection, and intervention. The lab will integrate the practical application of theoretical knowledge.

SLP 520 - Survey of Research with Lab (2)

Survey of the types of research conducted in communication sciences and disorders. Emphasizes integrating evidence-based research into treatment. The lab integrates the practical application of theoretical knowledge**.**

SLP 522 - Speech Sound Disorders with Lab & Clinical Intensive I (3)

Addresses the nature, etiology, diagnosis and clinical management of speech sound acquisition, speech sound disorders and speech sound processes and speech sound production, accent reduction, motor planning and execution across the lifespan. The lab integrates the practical application of theoretical knowledge of speech sound disorders. The clinical intensive experience includes practical application in a supervised environment provided by program faculty.

SLP 524 - Diagnostic Procedures with Lab (2.5)

Explains assessment, differential diagnosis and treatment of communication disorders, team management concepts, determination of patient strengths and limitations, documentation requirements, therapy planning, and short-term and long-term goal formulation. The lab will integrate the practical application of theoretical knowledge.

SLP 526 - Language Disorders in Infants & Toddlers with Lab (2)

Study of communication deficits (receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in infants as well as preschoolers. Topics include associated anatomical and physiological structures, social communication, syndrome identification, assessment; language sample collection procedures; language skills development and early intervention therapeutic strategies. The lab will integrate the practical application of theoretical knowledge.

SLP 528 - Language Disorders in Children with Lab (2)

Studies of communication deficits (receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in school age children and adolescents. Topics include associated anatomical and physiological structures, identification, differential diagnoses, assessment of conceptual requisites and concrete language skills; language samples; and interactive therapeutic strategies. The lab will integrate the practical application of theoretical knowledge.

SLP 530 - Fluency Disorders with Lab (2)

Study of nature and causes of fluency and fluency disorders. Topics include, analyses of current theories and research concerning stuttering and cluttering. This course includes development of a rationale for diagnosis, case selection, and intervention. The lab will integrate the practical application of theoretical knowledge.

SLP 532 - Dysphagia in Infants & Children with Lab (2.5)

Study of the nature, assessment and treatment of swallowing/ feeding disorders in infant and children. Emphasis will include anatomy and physiology of normal and abnormal swallow disorders affecting swallow function (orofacial, myology, oral, pharyngeal, laryngeal, esophageal, gastrointestinal and related functions), assessment and treatment. Course content will include the care, management and training of patients with feeding and swallowing issues. The lab will integrate the practical application of theoretical knowledge.

SLP 534 - Neurogenic Cognitive & Language Disorders with Lab (2.5)

Assesses the clinical management of the neurogenic cognitive/ language disorders with major emphasis on neuroanatomy and the physiology of abnormal states including functional changes that accompany a particular syndrome or disease. Topics include associated anatomical and physiological structures, symptoms, etiology, diagnosis and treatment of neurogenic cognitive/ language disorders across the lifespan. The lab will integrate the practical application of theoretical knowledge.

SLP 536 - Dysphagia in Adults with Lab (2.5)

Study of the nature, assessment and treatment of swallowing/ feeding disorders in adults. Emphasis will include anatomy and physiology of normal and abnormal swallow disorders affecting swallow function (orofacial, myology, oral, pharyngeal, laryngeal, esophageal, gastrointestinal and related functions), assessment and treatment. Course content will include the care, management and training of patients with tracheostomy and ventilator dependence. The lab will integrate the practical application of theoretical knowledge.

SLP 538 - Neurogenic Speech Disorders with Lab (2.5)

Study of neurological system pathologies and mechanisms affecting speech with major emphasis on neuroanatomy and pathophysiology; signs and symptoms, and etiology of speech disorders. Topics include associated anatomical and physiological structures, symptoms, etiology, diagnosis, and treatment of acquired motor speech disorders. The lab will integrate the practical application of theoretical knowledge.

SLP 540 - Foundations of Literacy Disorders with Lab (2)

Examines theories of reading acquisition and scientific based research principles that undergird literacy acquisition, development and instructional practices. Emphases will be based on the acquisition of literacy in listening, speaking, reading and writing across the life span. The lab will integrate the practical application of theoretical knowledge.

SLP 542 - Voice Disorders with Lab (2)

Study of nature and causes of voice disorders. Topics include associated anatomical and physiological structures, analyses of current theories and research concerning neurological, physiological, and psychological bases of voice disorders. This course also includes development of a rationale for diagnosis, case selection, and intervention. The lab will integrate the practical application of theoretical knowledge.

SLP 544 - Medical Speech Language Pathology with Lab (2.5)

Emphasizes interprofessional collaboration in evaluation, diagnosis, and treatment of patients in a medical setting. Course content will emphasize skills necessary to work in acute, in-patient, and out-patient medical settings including documentation, infectious disease precautions and a medical terminology module. The lab will integrate the practical application of theoretical knowledge.

SLP 546 - Aural Rehabilitation with Lab (2)

Study of the theoretical and methodological approaches to aural (re)habilitation of children and adults with impaired hearing. Topics include use of amplification, communication methods, speech

reading, assistive listening devices, auditory training, and interprofessional case management. The lab will integrate the practical application of theoretical knowledge.

SLP 548 - Augmentative & Alternative Communication with Lab (2)

Study of the assessment and treatment of augmentative and alternative communication (AAC). The course content will emphasize cognitive disorders, motor speech disorders, autism, cerebral palsy and aphasias in relation to the selection and use of AAC devices. The lab will integrate the practical application of theoretical knowledge.

SLP 550 - Interprofessional Practice in Healthcare (1.5)

Introduces the foundations of interprofessional collaborative practice. Emphasis will be placed on the exploration of values and ethics for interprofessional practice, roles and responsibilities of health care providers, interprofessional communication strategies, and the development of high functioning teams in health care to improve patient outcomes.

SLP 552 - Speech Language Pathology Seminar with Clinical Intensive II (2.5)

Topics will be selected from various areas in speech language pathology, including emerging trends, methods, and other applicable approaches. Special topics in speech language pathology may be repeated provided the content is different for each course. The clinical intensive experience includes practical application in a supervised environment provided by program faculty. Prerequisite: Approval of faculty.

SLP 584 - Clinical Experience I (2.5)

Supervised clinical practice of evaluation and treatment at beginning competency levels. Progression to each subsequent course in the sequence depends on satisfactory academic standing, safe and effective clinical skills, professional development as well as proficiency with Essential Skills & Dispositions. Students will participate in a weekly clinical seminar that accompanies the clinical practicum experience.

SLP 586 - Clinical Seminar I (1.5)

Beginning level guided instruction to acquire skills related to the practical application of clinical, professional and ethical competencies needed as student undertake professional training in applied settings. Provides a forum to discuss issues related to evidence-based treatment, treatment efficacy, professional role definition, professional writing, interprofessional collaboration, essential skills/values, ethical and legal obligations.

SLP 588 - Clinical Experience II (2.5)

Supervised clinical practice of evaluation and treatment at the intermediate competency level. Progression to each subsequent course in the sequence depends on satisfactory academic standing, safe and effective clinical skills, professional development as well as proficiency with Essential Skills & Dispositions. Students will participate in a weekly clinical seminar that accompanies the clinical practicum experience.

SLP 590 - Clinical Seminar II (1.5)

Intermediate level guided instruction to acquire skills related to the practical application of clinical, professional and ethical competencies needed as student undertake professional training in applied settings. Provides a forum to discuss issues related to clinical evaluation, evidence-based treatment, treatment efficacy, professional role definition, professional writing, interprofessional collaboration, essential skills/values, ethical and legal obligations.

SLP 592 - Clinical Experience III (4.5)

Supervised clinical practice of evaluation and treatment at the advanced competency level. Progression to each subsequent course in the sequence depends on satisfactory academic

standing, safe and effective clinical skills, professional development as well as proficiency with Essential Skills & Dispositions. Students will participate in a weekly clinical seminar that accompanies the clinical practicum experience.

SLP 602 - Clinical Seminar III (1.5)

Advanced level guided instruction to acquire skills related to the practical application of clinical, professional and ethical competencies needed as student undertake professional training in applied settings. Students will apply the scientific bases of the profession to research an evidence-based treatment approach, conduct therapy, collect data, determine the efficacy and present the information.

SLP 608 - Professional Topics & Leadership (2)

Addresses topics pertinent to students entering practice including but not limited to general health laws and regulations, standards of professional practice, licensure, certification, employment pursuits, application of professional ethics to real-world situations and leadership in speech language pathology.

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M.S., Nursing Education – Western Governors University
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M.S., Nursing, Clinical Nursing Specialist - California State University, Long Beach
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Reed Norma, MSN-Ed, RN
Clinical Instructor II, Nursing
M.S., Nursing Education - Grand Canyon University
B.S., Nursing - Grand Canyon University

Rojas, Keano MSN-Ed, RN
Clinical Instructor I, Nursing
M.S., Nursing Education - West Coast University
B.S., Nursing - West Coast University
A.D., Nursing. - Los Angeles Harbor College
A.A., Liberal Arts & Sciences - Los Angeles Harbor College

Rosales, Kristen, MSN, RN
Instructor I
M.S., Nursing - Chamberlain College of Nursing
B.S., Nursing - Azusa Pacific University

Ruiz, Jeana, MSN-Ed, RN
Instructor I, Nursing
M. S., Nursing Education - University of Texas at Arlington
B.S., Nursing - University of Texas at Arlington
A.S., Nursing - Galveston College

Stanley, Marlene, MSN/Ed, PHN, RN
Assistant Professor
M.S., Nursing with Specialization in Education - University of Phoenix
B.S., Nursing - California State University, Fullerton

Tailor, Shivani, MSN-Ed, RN
Clinical Instructor I, Nursing
M.S., Nursing Education - Grand Canyon University
B.S., Nursing - California State University, Fullerton
A.D., Nursing. - Saddleback College
A.S., Health Science - Saddleback College
A.S., Liberal Studies - Saddleback College

Thomas, Sunil, MSN, CLNC, RN
Associate Professor
California State University, Dominguez Hills
M.S., Nursing – California State University, Dominguez Hills

Mahatma Gandhi University
B.S., Nursing - Mahatma Gandhi University

Thomas, Tanya, MSN, RN
Instructor II
M.S., Nursing - University of California, Los Angeles
B.S., Biology - University of California, Irvine

ONTARIO CAMPUS

General Education

Chamberlain, Beth, EdD
Academic Dean
Ed.D., Higher Education Leadership - Azusa Pacific University
M.A., Education - Point Loma University
B.A., Liberal Arts - Point Loma University

Crook, Nicole, MA
Assistant Professor
M.A., Sociology - Arizona State University
M.A., Women's Studies - Claremont Graduate University
B.A., Social Science - Washington State University
A.A., Liberal Arts and Sciences - Ventura College

Escalante, Jesse, MS
Assistant Professor
M.S., Biochemistry and Molecular Biology - University of California, Riverside
B.S., Biochemistry - University of California, Riverside

Hilliard, Tashea, DC
Chair, Science, Associate Professor
Doctor of Chiropractic -New York Chiropractic College
B.S., Biology / Pre-Chiropractic - Fairleigh Dickinson University
A.A., Liberal Arts - Fairleigh Dickinson University

Klager, Katherine, MA
Assistant Professor
M.A., Education - Claremont Graduate University
B.A., Communication - California State University, Fullerton

Ku, Howard, MBA
Assistant Professor
M.S., Business Administration - California State Polytechnic, Pomona
B.A., Engineering - California State Polytechnic, Pomona

Mehta, Sanskruti, MD
Asssociate Professor
Doctorate in Medicine - University of Debrecen, Hungary

Muldong -Hein, Amie, MA, EdD
Associate Professor
Doctorate in Educational Management - Angeles University, Philippines
M.A., Educational Leadership - New Era University, Philippines
B.S., Psychology - New Era University, Philippines

Muneeb, Omar, MS
Assistant Professor
M.S., Analytical Chemistry - California State University, Fullerton
B.S., Chemistry - California State University, Fullerton

Saeb, Rania, MBA
Instructor II

M.Ed., Comparative and International Education - Lehigh University
B.A., Communication - San Diego State University
Williams, Valencia, PhD
Professor
Doctorate of Philosophy in Biomedical Science - University of California, Riverside
B.S., Biology - Clark Atlanta University
Youssef, Moheb, MSOS, MD
Associate Professor
Doctorate in Medicine and Surgery - Cairo University, Egypt
M.S., Orthopedic Surgery - German Medical Syndicate of Nordrhein-Westfalia
B.S., Medicine - Cairo University Medical, Egypt

Nursing

Howard, Roberta Amie, MSN, RN, CNL
Campus Dean, Nursing
M.S., Nursing - University of San Francisco
B.A., Biology - San Francisco State University

McGuire-Lim, Carrlee, MSNed, RN, RNC-NIC
Campus Associate Director of Nursing, Academics
M.S., Nursing Education - California Baptist University
B.S., Nursing - West Coast University

Dashti, Negin, EdD.
Campus Associate Dean of Academics
B.A., Business and Public Administration, Accounting - CSUSB
MBA - La Sierra University
EdD-leadership - Capella

Aquino, Kevin, MA
Campus Associate Director of Nursing, Administration
M.A., Leadership and Organizational Studies - Azusa Pacific University
B.A., Business Management - Azusa Pacific University

Quiroz, Mark, MA
Campus Associate Director of Nursing, Clinical Education
M.A., Leadership and Organizational Studies - Azusa Pacific University
B.S., Christian Ministry - Crown College

Gardiner, Caroline, MSN, BSN, BSB, RN, RN -OB
Manager of Persistence and Outcomes
M.S., Nursing - Western Governors
B.S., Nursing - Western Governors
B.S., Business Administration - Excelsior University
D.E.C., Nursing - John Abbott College
Alfonso, Edmund, MSN, RN
Instructor II
M.S., Nursing - Grand Canyon University
B.S., Nursing - West Coast University

Alkhatib, Weam, APRN, PhD, MSN, CNS
Assistant Professor
PhD - Nursing Education - University of San Diego
M.S., Clinical Nursing Practice - Critical Care - University of Jordan, Amman-Jordan
B.S., Nursing Science - Applied Science University, Amman-Jordan

Barrera, Allie, MSN, BA
Instructor I
M.S.N., Administrative Nurse Leadership - Western University of Health Sciences

B.A., Education - California State University, Long Beach
IBCLC - University of California, San Diego

Colletti, Brandy, DNP, MSN-Ed, MBA/HCM, PHN RN
Associate Professor
D.N.P. - West Coast University
MSN, Education - University of Phoenix
MBA, Health Care Management - University of Phoenix
B.S., Nursing - Azusa Pacific University

Dominguez, Brandon, MSN, RN
Instructor II
M.S., Nursing - Western Governors University
B.S., Nursing - Western Governors University
A.S., Nursing - Riverside Community College

Emerson, Rhonda, MSN, PHN, BSN, RN
Instructor II
Master of Science in Nursing & Healthcare Administration - University of Phoenix
B.S., Nursing - University of Phoenix

Esau, Leticia, MSN, RN
Instructor II
M.S., Nursing Leadership and Management - Walden University
School Nurse Credential/Special Teaching Authorization in Health - California State University, Fullerton
B.A., Human Development and Family Studies - California Baptist University

Espinoza, Laura, MSN, RN, FNP
Instructor I
M.S., Nursing – Family Nurse Practitioner - California State University, Long Beach
B.S., Nursing - Pacific Union College, Angwing
A.S., Nursing - East Los Angeles College

Estona, Michael, MSN-Ed, RN
Instructor II
M.S., Nursing - West Coast University
B.S., Nursing - West Coast University

Gallardo, Gabriel, MSN, BSN, RN
Instructor II
M.S., Nursing - Colorado Technical University
B.S., Nursing - University of Texas Arlington

Garcia-Maldonado, Patricia, MaED
Manager of Clinical Operations, Nursing
MaEd, Education - University of Phoenix
B.S., Business Administration - University of Phoenix
B.S., Human Resource Management - University of Phoenix

Gilmore, Cynthia, RN, CNM
Instructor I
M.S., Nursing - University of Southern California
B.S., Nursing - University of Southern California

A.S., Nursing - College of the Canyons

Gonzalez, Danette, MSN-Edu, RN
Instructor II
M.S., Nursing - Western Governors University
B.S., Nursing - University of Phoenix

Jones, Hannah, BA
Manager, Clinical Relations

B.A., Sociology - California State University, Fullerton
A.A. - Orange Coast College

Jorgenson, Tiffany, MSN, RN, PHN
Instructor I
M.S., Nursing - California State University, San Bernardino
B.S., Nursing - West Coast University

Lucas, Jr., Milton, AGAC-NP, MSN, PHN, BSN
Manager, Clinical Faculty
M.S., Nursing - West Coast University
B.S., Nursing - West Coast University

McAlpin, Rochelle, PhD, MSHA, MSN-Ed, RN, PHN
Manager, Simulation Center
PhD, Nursing - University of Phoenix
M.S., Healthcare Simulation - California State University, Dominguez Hills
B.S., Nursing - California State University, Dominguez Hills
A.S., Nursing - Rio Hondo Community College

Resurreccion, Ligaya, MSN-Ed, RN
Instructor II
M.S., Nursing - University of Phoenix
B.S., Nursing - University of Phoenix
A.S., Nursing - University of Phoenix

Robinson, Ora, PhD, RN, CNE
Assistant Professor
PhD, Human Services - Capella University
M.S, Nursing - University of Wisconsin

B.S, Nursing - University of Wisconsin

Shimizu, Ryan, MSN, RN
Instructor II
M.S., Nursing - Western University of Health Sciences
B.S., Health Promotion and Disease Prevention - University of Southern California

Silva, Angelica, MSN, RN
Instructor I
M.S., Nursing - University of Phoenix
B.S., Nursing - University of Phoenix
A.D.N. - Mount St. Mary's College

Smith, Terri, MSN, RN
Instructor II
M.S., Nursing - University of Phoenix
B.S., Nursing - University of Phoenix
A.S., Nursing - Saddleback College

Terradot, Candis, MSN-Ed, BSN, RN
Skills Lab Manager
M.S.N., Education - Grand Canyon University
B.S., Nursing - Loma Linda University
A.S., Nursing - Mount Saint Mary's University

Torres, Sussette, BAS
Manager of Clinical Operations
B.A.S. - Northern Arizona University

Wolff, Lisa, MSN, RN
Assistant Professor
M.S., Nursing - Azusa Pacific University

B.S., Nursing - University of Washington Bothell
A.S., Nursing - Riverside Community College

MIAMI CAMPUS

General Education

Box, Maria, MBA, BAS
Associate Dean, Academics
M.B.A., Business Administration - West Coast University
B.A.S., Business Supervision and Management - Miami Dade College

Belisario-Lara, Daniel, PhD, MS, BS
Chair, Science/Assistant Professor
Ph.D., Chemistry - Florida International University
M.S., Chemistry - Florida International University
B.S., Chemistry - Florida International University

Cueto, Melissa, MA, BA
Assistant Professor
M.A. English - University of Miami
B.A., English, French - University of Miami

D'Ascoli, Anthony, PhD, M.Ed, MA, BA
Assistant Professor
Ph.D., Humanities - Union Institute & University
M.Ed., Curriculum & Instruction - American University
M.A., Humanities - California State University
B.A., History - Union Institute & University

Fernandez Estrada, Jorge, MD
Instructor II
M.D., Medical Doctor - Universidad Iberoamericana

Kendrick, Lynn, EdD, MS, MA, BS
Assistant Professor
Ed.D., Educational Leadership - Saint Thomas University
M.S., Marriage and Family Therapy - Saint Thomas University
M.A., Organizational Leadership - Siena Heights University
B.S., Public Policy- Michigan State University

Miller, Renee, MS, BA
Instructor I
M.S., Communication and Media- Lynn University
B.A., Linguistics - University of West Indies

Muniz, Eric, MA, BS
Instructor I
M.A., Humanities - American Public University
B.S., Interdisciplinary Studies - Hodges University

Perez, Diaz, Pedro, MD, BS
Instructor II
M.D., Medical Doctor - Universidad Iberoamericana
B.S., Biology - Inter American University of Puerto Rico

Pou, Diane, MD
Instructor II
M.D., Medical Doctor - Universidad Madre y Maestra

Ranaut, Bindu, PhD, M.Phil, MA
Assistant Professor
Ph.D., Instructional Design and Technology - Keiser University

M.Phil., English - Himachal Pradesh University
M.A., English - Himachal Pradesh University
B.A., English - Himachal Pradesh University
Rodriguez, Manuel, PhD, MBA, BSEE, BA
Associate Professor
Ph.D., Higher Education Leadership - Northcentral University
MBA, Business Administration - Keller School of Management
B.S.E.E., Electrical Engineering
B.A., Spanish Literature and Mathematics

Salas-Auvert, Rodolfo, M.D., M.Sc., B.Sc.
Associate Professor
M.D., Medical Surgeon - Universidad del Zulia, the Medical School
M.Sc., Microbiology – University of Southwestern Louisiana
B.Sc., Pre-med – Biology Centenary College of Louisiana

Nursing

Pastrana, Raquel, MD, MSN, RN
Campus Dean of Nursing
D.N.P., Nursing - Grand Canyon University
M.D., Medicine - Universidad Central de Venezuela
M.S.N., Nursing Education - Herzing University
B.S., Nursing - Florida International University
M.D., Medicine - Universidad Central de Venezuela

Mongwa, Maimouna, PhD, RN
Campus Associate Director of Nursing, Academics
Ph.D., Nursing - Barry University
M.S.N./NED, Nursing Education - University of Phoenix
B.S.N., Nursing - University of Phoenix

Puentes, Dania, MSN, RN
Campus Associate Director of Nursing, Clinical Education/Instructor I
M.S., Nursing - Barry University
B.S., Nursing - Miami Dade College
A.S., Nursing - Miami Dade College

Alvarez, Maria J., MA, BS
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M.A., Professional Administration - Barry University
B.S., Professional Administration - Barry University

Jurysta, Monica, MSN, BSN
Manager, NCLEX Success
M.S., Nursing - Chamberlain College of Nursing
B.S., Nursing - Florida Atlantic University
A.S., Nursing - Miami Dade College

Guedez-Him, Andrea., BSHA
Manager, Clinical Operations
B.S., Healthcare Administration - West Coast University
A.S., Hospitality Management - Miami Dade College
Lluy, Vanessa, MSN-Ed, BSN, MDC
Campus Manager, Clinical Relations

Instructor I
M.S., Nursing, Education - Walden University
B.S., Nursing - Walden University
MDC - Walden University

Serrano, Christina, MSN, BSN
Manager, Clinical Faculty
M.S., Nursing- Florida International University
B.S., Nursing - Barry University

Shaw, James (Doug), MSN, BSN, RN, CCRN
Manager, Simulation Center and Skills Labs
M.S., Nursing - University of Central Florida *B.S., Nursing*- Nova Southeastern University

Abarca, Daniela, MSN, RN
Instructor I
M.S., Nursing - Capella University
B.S., Nursing - Florida International University

Abarca, Mariela, MSN, RN, FNP-BC
Instructor I
M.S., Nursing - Chamberlain University
B.S., Nursing - Florida International University

Adhikari, Anuja, MSN, RN
Instructor I
M.S., Nursing - Chamberlain College of Nursing
B.S., Nursing - Florida International University

Antich, Aileen, MSN, BSN
Instructor I
M.S., Nursing - Grand Canyon University
B.S., Nursing - NOVA Southeastern University

Ayala, Cindy Marie, MSN, RN, CPN
Instructor I
M.S., Nursing - University of Phoenix
B.S., Nursing - Florida International University

Bent, Sonio, FNP, BSN
Instructor I
F.N.P - Florida International University
M.B.A. - University of Phoenix
B.S., Nursing - Nova Southeastern University

Boaz, Maria, MSN, APRN, NP-C, CPN
Instructor I
M.S., Nursing, Family Practitioner- Barry University
B.S., Microbiology - University of Miami
A.S.,Nursing - Miami Dade College

Braide, Uche, MSN, BSN
Instructor I
M.S., Nursing - Nova Southeastern University
B.S., Nursing - Nova Southeastern University

Brittain Karen, MSN, BSN
Instructor I

M.S., Nursing - Chamberlain College of Nursing
B.S., Nursing - Chamberlain College of Nursing

Caballero, Nguyen, BSN
Instructor I
B.S., Nursing - Sagrado Corazon Universito, Puerto Rico

Cabrera-Matiz, Meliss, BSN, RN
Instructor I
B.S., Nursing - Nova Southeastern University

Caines, Andrea, MSN, RN
Instructor I
M.S., Nursing - Nova Southeastern University
B.S., Nursing - Nova Southeastern University

Cantillo, Alex, MSN, BSN, RN
Instructor I
M.S., Nursing - Nova Southeastern University
B.S., Nursing - Nova Southeastern University
A.A., Nursing - Miami Dade College

Chang, Gerardo, DNP, MSN-ARNP, BSN
Instructor I
DNP - Grand Canyon University
M.S.-ARNP - Turabo University
B.S., Nursing - University of Phoenix

Chavez, Linda., MSN
Instructor I
M.S., Nursing, FNP - Education Florida International University
B.S., Nursing - Nova Southeastern University

Coakley, Shelia, MSN, RN
Instructor I
M.S., Nursing - Barry University
B.S., Nursing - University of Miami

Colas, Francine, MSN, ARNP, FNP-BC, CCM
Instructor I
M.S., Nursing - Florida International University
B.S., Nursing - Florida International University
A.S., Nursing - Broward College
L.P., Nursing - Lindsey Hopkins Technical Education Center

Colmenares, Carolina, MSN-FNP, RN
Instructor I
M.S., Nursing, Family Nurse Practitioner - Barry University
B.S., Nursing- Florida Atlantic University
A.S., Nursing - Miami Dade College

Colon, Christopher, PNP, MSN, BSN
Instructor I
P.N.P., Nursing - Florida International University
M.S., Nursing - Florida International University
B.S., Nursing - NOVA Southeastern University

Correa, Odalys, MSN/FNP, BSN, RN
Instructor I

M.S., Nursing/Family Nurse Practitioner - Chamberlain University
B.S., Nursing - Kaplan University
A.S., Nursing - Dade Medical

Crespo, Elizabeth, MSN, BSN*Instructor I*

MSN-Ed, Nursing - South University*B.S., Nursing* - South University*A.S., Nursing* - Miami Dade College

Diaz, Guelsy, DNP, MSN, BSN, RN
Instructor I
D.N.P., Nursing - Grand Canyon University
M.S., Nursing - Chamberlain College
B.S., Nursing - Chamberlain College
A.S., Nursing - City College

DiMurro, Anne, DNP, MS
Instructor I
D.N.P., Nursing, Healthcare System Leadership - Chamberlain University
M.S., Nursing - University of Phoenix
B.S., Nursing - Nova Southeastern University
A.S., Nursing - Miami Dade College

Dorbert Carissa, MSN, BSN
Instructor II
MSN-FNP, Nursing - University of Miami
B.S., Nursing - Florida International University
A.S., Nursing - Miami Dade College

Ebongo, Ima, MSN, BSN
Instructor I
M.S., Nursing - University of Texas at Arlington
B.S., Nursing - University of Texas at El Paso
B.S., Biomedical Science - Texas A&M University

Estopinan, Sally, FNP, BSN
Instructor I
MSN-FNP, Nursing - University of Miami
B.S., Nursing - Nova Southeastern University

Francois, Danny, MSN-FNP, RN
Instructor I
M.S., Nursing, Family Nurse Practitioner - Kaplan University
B.S., Nursing - Florida Atlantic University

Francois, Sherby, MSN, BSN
Instructor I
M.S., Nursing - Nova Southeastern University
B.S., Nursing - Chamberlain College of Nursing

Gallardo, Yoandra, MSN, BSN
Instructor I
M.S., Nursing, Family Nurse Practitioner - Chamberlain University
B.S., Nursing - Florida International University

Gaviola, Dale, MSN, RN
Instructor I
M.S., Nursing - Aspen University
B.S., Nursing - University of Santo Tomas, Manila, Philippines

Gerdes, Pierrela, MSN, BSN, RN
Instructor I
M.S., Nursing - Florida Atlantic University
B.S., Nursing - Florida Atlantic University
A.S., Nursing - Miami Dade College

Gonzalez, Marisabelle, BSN, RN
Instructor I
B.S., Nursing - West Coast University

Hankerson, Sharonda, MSN-FP, MSN, BSN
Instructor I
M.S., Nursing, Family Nurse Practitioner - South University
M.S., Nursing - Nova Southeastern University
B.S., Nursing - University of Phoenix

Hernandez, Carlos, MSN, RN
Instructor I
M.S., Nursing - Barry University
B.S., Nursing - West Coast University

Henriquez, Lisbet, MSN, BSN
Instructor I
M.S., Nursing - Western Governors University
B.S., Nursing - Florida International University

Hodges, Jolene, MSN/Ed, BSN
Instructor I
M.S., Nursing Education - South University
B.S., Nursing - Miami Dade College
A.S., Nursing - Miami Dade College

Hyacinthe, Marie C., BSN
Instructor I
B.S., Nursing - Nova Southeastern University
A.S., Nursing - Miami Dade College

Jassir, Natalia, MSN, BSN
Instructor II
M.S., Nursing - University of Phoenix
B.S., Nursing - Florida International University

Jauregui, Anamaria, MSN, BSN
Instructor I
M.S. - FNP, Nursing - Barry University
B.S., Nursing - Florida Atlantic University

Jones, Itohan, DNP, MSN, BSN
Instructor I
DNP, Nursing - Florida International University
M.S., Nursing - Florida International University
B.S., Nursing -The College of New Rochelle

Kittelle-Cintas, Grace, MSN, RN, APRN, PPCNP-BC, CPNP-PC
Instructor I
M.S., Nursing, Child Health/Pediatric Nurse Practitioner - Florida International University
B.S., Nursing - Miami Dade College

Leal Concepcion, Yanet, DNP, MSN, BSN
Instructor I
DNP, Nursing - Maryville, University
M.S., Nursing - University of Phoenix
B.S., Nursing - Miami Dade Community College

Lino, Katrina, MSN, BSN
Instructor II
M.S., Nursing - University of Phoenix
B.S., Nursing - University of Miami
B.A., Psychology - Florida International University

Llanes, Yanisleidy, MSN, APRN, FNP-BC
Instructor I
M.S., Nursing, Family Nurse Practitioner- Chamberlain University
B.S., Nursing - Palm Beach College
A.D., Nursing - Miami Dade College

Lopez, Matthew, MSN, BSN
Instructor I
M.S.-FNP, Nursing - Nova Southeastern University
B.S., Nursing - Florida International University

Lozano, Larissa, MSN, RN
Instructor II
M.S., Nursing- Walden University
B.S., Nursing- IIndiana University of Pennsylvania

Lugones, Lisseth, MSN, RN
Instructor I
M.S., Nursing - Chamberlain College of Nursing
B.S., Nursing - Nova Southeastern University
A.S., Nursing - Miami Dade College

Maldonado, Maria, MSN, RN
Instructor I
M.S., Nursing - University of Phoenix
B.S., Nursing - Miami-Dade College

Maxwell-Cooke, Sandra, MSN, RN
Instructor I
M.S., Nursing - Western Governors University
B.S., Nursing - Western Governors University
A.S., Nursing - Broward Community College

Mejias, Rosarlem, MSN, BSN
Instructor I
M.S., Nursing - Capella University
B.S., Nursing - Chamberlain University

Molina, Maibys, MSN, BSN
Instructor II
M.S., Nursing - Florida International University
B.S., Nursing - Florida International University

Montero, Marisol, DNP, MSN, RN
Instructor I
DNP, Nursing - Chamberlain University
M.S., Nursing - Chamberlain University
B.S., Nursing - Miami Dade College
A.S., Nursing - Miami Dade College

Montero, Michelle, MSN, BSN
Instructor I
M.S., Nursing - Nova Southeastern University
B.S., Nursing - Florida International University
A.S., Nursing - Miami Dade College

Moran, Henry, DNP, MSN, APRN, FNP, BSN
Instructor I
DNP, Nursing - University of North Florida
M.S., Nursing-APRN, FNP - South University
M.S., Nursing Informatics - American Sentinel University
B.S., Nursing - American Sentinel University

Nerey, Juan, MSHSA
Instructor I
M.S.H.S.A. - Barry University

Off, Chelsea, BSN
Instructor I
B.S., Nursing - West Coast University
A.S., Nursing - Miami Dade College

Olan, Amanda, MSN, BSN
Instructor I
M.S., Nursing Practice - Purdue Global University
B.S., Nursing - West Coast University

Oliveira, Anjelis, PhD, MHA, RN
Instructor I
Ph.D., Nursing - Barry University
MSN/MHA, Nursing/Healthcare Administration - University of Phoenix
B.S., Nursing - Florida International University

Perez, Maria, Ph.D, MSN, BSN
Assistant Professor
Ph.D., Nursing - Barry University
M.S., Nursing - Florida Atlantic University
B.S., Nursing - Barry University
A.S., Nursing - Miami Dade College

Perez, Yader, MSN, BSN, RN
Instructor I
M.S., Nursing - Barry University
B.S., Nursing - Barry University

Peters, Jennifer, MSN-Ed, RN
Instructor I
M.S., Nursing Education - Florida International University
B.S., Nursing - Florida International University
A.A, Arts - Miami Dade Community College
A.S., Nursing - Miami Dade Community College

Pugh, Pavel, MSN, RN
Instructor I
M.S., Nursing - Florida International University
B.S., Nursing - Florida International University

Quintanar, Veronica, MSN-FNP, RN
Instructor I
M.S., Nursing, Family Nurse Practitioner - Nova Southeastern University
B.S., Nursing - Walden University
A.S., Nursing - Keiser Unversity

Ridore, Marie, PhD, MSN, BSN
Instructor I
M.S., Nursing - University of Miami
B.S., Nursing - University of Miami
A.S., Nursing - Miami Dade College

Rodriguez, Zuleny, MSN
Instructor I
M.S.N., Nursing - West Coast University
A.S.N., Nursing - Miami Dade College

Ruiz, Hector Estibens, MSN, BSN, RN
Instructor I
M.S., Nursing - Chamberlain University

B.S., Nursing - Jacksonville University
A.S., Nursing - Miami Dade College

Ruiz, Patricia, DNP, MSN, RN
Instructor I
DNP, Nursing - University of South Alabama
M.S., Nursing - University of South Alabama
B.S., Nursing - Miami Dade College
A.S., Nursing - Miami Dade College

Samson-Mojares, Roselle, PhD, RN
Instructor I
M.S., Nursing - ARNP - Barry University
B.S., Nursing - Barry University

Santana, Skarlet, MSN-FNP, RN
Instructor I
M.S., Nursing, Family Nurse Practitioner - Chamberlain University
B.S., Nursing - Florida International University

Scippio, Rashad, MSN, RN
Instructor I
M.S., Nursing - Nova Southeastern University
B.S., Nursing - University of Miami
B.A., Gerontology - University of South Florida

Silva, Miriam, PG Cert, DNP, MSN, BSN

Assistant Professor

Post-Doctorate Certification in Simulation - University of Central Florida
DNP, Nursing - NOVA Southeastern University
M.S., Nursing - University of Phoenix
B.S., Nursing - Pontific Catholic University

Silva-De Vera, Elvira, MSN, BSN
Instructor I
M.S., Nursing-FNP - Chamberlain University
B.S., Nursing - Barry University
A.S., Nursing - Keiser University

Smitha, Malayil-Rajagopal, MSN, BSN
Instructor I
M.S., Nursing - Chamberlain College
B.S., Nursing - Grand Canyon University

Strickland, Latoya, MSN.Ed, BSN
Instructor I
M.S.Ed., Nursing - Chamberlain College of Nursing
B.S., Nursing - Chamberlain College of Nursing

Thomas, Patricia, MHAD, BSN
Instructor I
MHAD, Nursing - Drexel University Online School of Nursing
B.S., Nursing - Brent and Harrow School of Midwifery

Valdes, Aruzcelly, BSN, MPH
Instructor I
B.S., Nursing - University of Miami
B.S., Psychology - University of Miami
MPH - Florida International University

Velazquez Marichal,Yanet, DNP, MSN, BSN
Instructor II

DNP - Florida International University
M.S., Nursing - Florida International University
B.S., Nursing - Miami Dade College
A.D., Nursing - Miami Dade College

Vidal, Trina, MSN, BSN
Instructor I
M.S., Nursing - University of Phoenix
B.S., Nursing - Florida International University
B.S., Dietetics - Florida International University

Viego, Olga, MSN-FNP, BSN
Instructor I
M.S., Nursing, FNP - Chamberlain University
B.S., Nursing - Florida International University

Villalba, Mayra, MSN, BSN
Instructor I
M.S., Nursing Education - Chamberlain University
B.S., Nursing - Barry University

Vitarelli Ashlynn, MSN, BSN
Instructor II
M.S., Nursing - Palm Beach Atlantic University
B.S., Nursing - University of Florida

Whigham, Marline, EdD, MSN, BSN
Instructor I
Ed.D, Nursing - Nova Southeastern University
M.S., Nursing - University of Phoenix

Williams, Jacqulyn, MSN-Ed, BSN
Instructor I
M.S., Nursing Education - Western Govenor's University
B.S., Nursing - Florida International University

Wrentz-Hudson, Debra, PhD, MSEd, MPH, RN
Instructor I
Ph.D., Public Health - Walden University
M.S., Health Occupation Education - Florida International University*MPH, Health Promotion/Disease Prevention* - Florida International University
B.S., Nursing - Florida International University

Xiques, Emilo D., MSN, BSN
Instructor I
M.S., Nursing - Chamberlain College
B.S., Nursing - Chamberlain College
A.D.,Nursing - Miami Dade College

Zayas Hernandez, Ivon, MSN, RN
Instructor I
M.S., Nursing - University of Phoenix

TEXAS CAMPUS

Counseling

Logan, Colleen, PhD, LPC-S, NCC
Program Dean/Director, Counseling Program
PhD, Counselor Education – University of Virginia
M.S., Counselor Education – Duquesne University
B.A., Psychology and Behavioral Sciences - Warren Wilson College

Roseman, Fay, Ph.D., MSW
Associate Dean, Counseling Program
Ph.D., Social Work - Barry University
M.S.W., Social Work - New York University
B.A., Elementary Education - Pace University

Aura, Elizabeth, Ed,D., LMHC, NCC, SAP, BC-TMI, ACS, CAP
Assistant Professor, Counseling Program
Ed.D Counselor Education & Supervision - Argosy University
M.A. Mental Health Counseling - Adelphi University
B.A. Psychology - Saint Joseph's University

Cook, Jr, James, PhD, LPC (MO), LCPC (IL), LPCC (OH), NCC
Assistant Professor, Counseling Program
Ph.D., Counselor Education and Supervision - Southern Illinois University, Carbondale
M.A., Counseling - Marshall University
B.A., Counseling and Rehabilitation - Marshall University

Fahr, Alicia, PhD, LPCC, NCC
Assistant Professor, Counseling Program
*Ph.D., Counselor Education and Supervisio*n - Western Michigan University
M.Ed., Counselor Education & Supervision, Vocational Rehabilitation - Pennsylvania State University
B.A., Psychology - Pennsylvania State University

Patel, Dhruvi, Ph.D., LPC-S, NCC
Assistant Professor, Counseling Program
Ph.D., Counselor Education and Supervision – The University of Texas at San Antonio
M.S., Clinical Mental Health Counseling – The University of Texas at San Antonio
B.S., Psychology - The University of Texas at Austin

Wirick, Dawn, PhD, LPC, ACS
Associate Professor, Counseling Program
Ph.D., Counselor Education and Supervision - The University of Akron
M.A., Community Counseling - Ashland University
B.A., Political Science and Psychology - Ashland University

General Education

Hughes, LaTonya, EdD
Campus Academic Dean
Ed.D., Higher Education and Organizational Change - Benedictine University
M.B.A., Business Administration - DeVry University, Keller Graduate School of Management
M.S., Human Resource Management - DeVry University, Keller Graduate School of Management
M.A.T., Educational Technology - Webster University
B.S., Business Administration - Central Missouri State University

Antila, Claire, MBA
Associate Dean, Academics
M.B.A. - Western Governors University
B.A., Psychology – Greenville University

Crook, Vaness, M.S.
Instructor I
M.S., Environmental Science - California State University, Fullerton
B.A., Biology - University of La Verne

DuVall, Jennifer, MS
Instructor I
M.S., Biochemistry and Molecular Biology - Louisiana State University Health Science Center
B.S., Biology - Northeastern State University

Foster, Marc, MS
Instructor II
M.S., Mathematics - University of North Texas
B.S., Mathematics - Angelo State University

He, Luning, PhD
Assistant Professor
Ph.D., Chemistry - Tulane University
B.S., Environmental Sciences - Nanjing University

Jupiter, Mylik, MS
Instructor I
M.S., Biotechnology - Harrisburg University of Science & Technology
B.S., Biotechnology - Harrisburg University of Science & Technology

Starr, Katrina, MS
Instructor I
M.S., Higher Education and Biology - Texas A&M University
B.S., Biology and Chemistry - University of North Texas

Sullivan, Nathan, MA
Instructor I
M.A., English - Texas A&M University
B.A., English - Texas A&M University

Walter, Jeffrey, PhD
Professor
Ph.D., Education - Capella University
M.M., Conducting - Temple University
B.A., Music - Texas Wesleyan College

Nursing

Haywood, Richild PhD, MSN/Ed, RN
Campus Dean of Nursing
B.S., Nursing .- University of Phoenix
M.S., Nursing /Ed- University Of Phoenix
PhD, Nursing Education- Nova Southeastern University

Nix, Brenna, MHA
Campus Associate Director of Nursing, Administration
M.S., Healthcare Administration – Texas Tech University, Health Sciences Center
B.S., Healthcare Management – Texas Tech University, Health Sciences Center

Jones, Yolanda, FNP-C, MSN, RN
Campus Associate Dean of Nursing, Academics
M.S.N., Family Nurse Practitioner - Walden University
B.S., Nursing - Delta State University
A.S., Nursing - Trinity Valley Community College

Gonzales, Jimmy, MBA
Campus Associate Dean of Nursing, Clinical Education
M.B.A. - New England College of Business and Finance
B.S., Microbiology - Texas Tech University

Bass, Allison MSN, RN
Manager, Skills Lab Education
B.S., Nursing - University of Kentucky
M.S., Nursing - Indiana Wesleyan University

Casselberry, Amber, MSN, RN, CMSRN
Instructor I
M.S., Nursing Education - University of Texas, Tyler
B.S., Nursing - Texas A&M University, Commerce

Danielyan, Maria MSN, RN, CCRN
Manager, Clinical Faculty
B.S., Nursing - University of Phoenix
M.S., Nursing - University of Phoenix

Furlough, Shenee, MSN-Ed, RN, CMSRN
Manager, Simulation Education
M.S.N., Nursing Education - University of Texas, Arlington
B.S., Nursing - University of Texas, Arlington

Godbold, Janet, MSN, RN
Instructor II
M.S., Nursing Education - Western Governors University
B.S., Nursing - Texas Christian University
B.A.A., Accounting - Harding University

Hoang, Peter, MSN, RN, PCCN-K
Instructor II
M.S., Nursing Education - University of Texas at Arlington
B.S., Nursing - Texas Women's University
A.D., Nursing - North Central Texas College

Kundaje, Donna, MSN, BSN, RN
Instructor II
M.S., Nursing - St. Joseph College of Maine
B.S., Nursing - University of Connecticut

Molubhoy, Amber MSN-Ed, RN, CPHON
Instructor I
M.S.N., Nursing Education - New York University
B.S., Nursing - Baylor University

Ramus, Julie, DNP, FNP-BC
Instructor I
DNP, FNP – University of Michigan, Ann Arbor
B.S., Nursing – Oakland University
B.A., Public Policy – University of Michigan, Ann Arbor

Ridings, Avneet, MSN, RN, CCRN
Instructor I
M.S., Nursing - Texas Tech University Health Sciences Center
B.S., Nursing - University of Texas Health Sciences Center
B.S., Biology - University of Texas at Dallas

Robinson, Jessica, MSN, RNC-OB
Instructor I
M.S., Nursing Education - Grand Canyon University
B.S., Nursing - University of Texas, Arlington

Roe, Emily MSN, RN
Manager, Persistence and Outcomes
B.S., Nursing - California Baptist University
M.S., Nursing - Capella University

Santangelo, Shelby, MSN, RN
Instructor I
M.S., Nursing Education - Western Governors University
B.S., Nursing- University of Hartford
A.S., Science - Middlesex Community College
Diploma, Nursing - Ona M. Wilcox College of Nursing

Occupational Therapy

Hebert, Julie, OTD, OTR
Interim Dean/Program Director
Associate Professor
O.T.D. - Texas Woman's University

M.O.T. - Texas Woman's University
M.A., Special Education - Texas Woman's University
B.S., Applied Learning and Development and Special Education - The University of Texas at Austin

Physician Assistant

Amy Bronson, EdD, PA-C
Program Director
Ed.D., Education - Bethel University
M.S., Medical Science - St. Francis University
B.S., Speech/Language Science - Metropolitan State College of Denver
Physician Assistant - Red Rock Community College

Kankanala, Molly, MSPA, MPH, PA-C
Director of Academic Education
Assistant Professor
MSPA, Physician Assistant - Touro University
MPH, Public Health - Touro University
B.S., Nutrition Science - California Polytechnic State University, San Luis Obispo

Berry, Chris, MD
Medical Director
Residency, Family Medicine - In His Image, Oklahoma
M.D., Medicine - UT Southwestern Medical School, Texas
B.S., Physics - United States Military Academy, West Point, New York

Clinton, Kelly DMSc, MPAS, PA-C, CLHP, LSSGB
Assistant Professor
M.S., Physician Assistant Studies – University of New England
B.S., Biomedical Science – Texas A&M University.
*Certificate, Leading Digital Transformation in Healthcar*e – Harvard Medical School

Dave, Akisha, MPAS, PA-C
Assistant Professor
MPAS, Physician Assistant Studies - University of Texas Medical Branch
B.S., Health Science Studies - Baylor University

Duffy, Katie, MMS, PA-C
Assistant Professor
MMS, Physician Assistant - Red Rocks PA Program
BASc, Biology - University of Colorado

English, Ryan, MPAS, BS, PA-C
Assistant Professor
MPAS - University of North Texas Health Science Center
BS, Youth Ministry and Human Communication - Abilene Christian University

Hebert, Julie, OTD, OTR
Associate Professor
OTD, Occupational Therapy - Texas Women's University
MOT, Occupational Therapy - Texas Women's University
M.A., Special Education - Texas Women's University
B.A., Applied Learning and Development & Special Education - The University of Texas at Austin

Kuriakose, Vibin, MSPAS, PA-C
Assistant Professor
M.S., Physician Assistant Studies - University of St. Francis
B.S., Nutritional Sciences - University of Texas at Austin

Samson, Bonnie, MS, PA-C
Assistant Professor
B.S., Physician Assistant Studies - University of Texas Southwestern Medical School
M.S., Kinesiology - University of North Texas
B.S., Biology - University of Texas at Austin

Sassmann, Paige, BS
Manager, Clinical Education
B.S. - Science, Iowa State University

Steinmeier, Katie, MSM, BSN, PA-C
Assistant Professor
M.S.M., Physician Assistant Studies - Mississippi College
B.S., Nursing - University of the Incarnate Word
Tynes, Jerrod, MS, Med, PAS
Assistant Professor
Grad Cert., Education Administration - University of North Texas at Dallas
M.Ed., Teaching with Initial Certification in Life Sciences - University of North Texas
M.S., Biology - Texas A&M University - Commerce
B.S. with Honors, Animal Science - Texas A&M University - Commerce

ONLINE

Counseling

Logan, Colleen, PhD, LPC-S, NCC
Program Dean/Director, Counseling Program
PhD, Counselor Education – University of Virginia
M.S., Counselor Education – Duquesne University
B.A., Psychology and Behavioral Sciences - Warren Wilson College

Roseman, Fay, Ph.D., MSW
Associate Dean, Counseling Program
Ph.D., Social Work - Barry University
M.S.W, Social Work - New York University
B.A., Elementary Education - Pace University

Fahr, Alicia, PhD, LPCC, NCC
Assistant Professor, Counseling Program
*Ph.D., Counselor Education and Supervisio*n - Western Michigan University
M.Ed., Counselor Education & Supervision, Vocational Rehabilitation - Pennsylvania State University
B.A., Psychology - Pennsylvania State University

Health Administration

Ako, Justin, DC
Dean of Health Administration
Doctor of Chiropractic - Southern California University of Health Science
B.S., Business Administration - Creighton University

Bilbruck, Peggy, EdD, MBA, BS
Assistant Professor
Ed.D, Educational Leadership - University of Phoenix

M.B.A., Business Administration - University of Phoenix
B.S., Nursing - University of Phoenix

Goodner, Jayme, MSN, BSN
Assistant Professor
M.S., Nursing - University of Phoenix
B.S., Nursing - University of Phoenix

Macias, Ron, MHA, Ed.D.
Assistant Professor
Doctorate in Technology and Learning - Alliant International University
M.S., Health Administration - University of La Verne
B.S., Health Care Management - University of La Verne

Nursing

Aguirre, Rodel, DNP, APRN, AGACNP-BC, CCRN-CMC
Assistant Dean, AGACNP and FNP
Doctor of Nursing Practice - Grand Canyon University
M.S., Nursing, Acute Care Nurse Practitioner Emphasis in Adult Gerontology - Grand Canyon University
B.S., Nursing - University of Santo Tomas, Legazpi, Philippines

Bouchard, Christine, PhD, MPH, APRN, ANP-BC, FMCSA
Associate Professor
Ph.D. - University of South Florida
M.S., Adult Health/Occupational Health Nursing - University of South Florida
M.P.H., Environmental and Occupational Health - University of South Florida
B.A. - University of Western Ontario
Diploma Nursing - Centennial College

Burdine, Donald, DNP, APRN, FNP-C
Program Dean/Director, PMHNP Program
Post Doctoral Certificate, Psychiatric Mental Health - University of Massachusetts Global
Doctor of Nursing Practice - Frontier Nursing University
M.S., Nursing - Samford University
B.A., Psychology - Mississippi University
A.S., Nursing - Jefferson State College

Faudree, Cyndi, DNP, APRN, FNP-BC, ACNP-BC
Program Dean/Director, MSN-FNP ACNP Programs
Doctor of Nursing Practice - University of South Carolina, Columbia
M.S., Nursing - Georgia Southern University
B.S., Nursing - University of Florida

Peraza-Smith, George, DNP, A-GNP-BC, GS-C, CNE, FAANP
Program Dean/Director, A-GPCNP
Professor
Post Doctorate Adult Primary Care NP - Brandman University
D.N.P. - Case Western University

Godoy, Catherine, DNP, PMHNP-BC, ACNS-BC, CNE/cl
Assistant Program Dean, Post Licensure Nursing, PMHNP Program
D.N.P., Psychiatric Mental Health Nurse Practitioner - University of North Florida
D.N.P. Community Health and Wellness - University of Alabama
M.S., Nursing, Clinical Nurse Specialist - California State University, Fresno
B.S., Nursing - Dominican College of Blauvelt

Alomari, Khaled, PhD, NP, MSN, RN
Assistant Professor
Ph.D. - Azusa Pacific University
M.S.N., Nurse Practitioner - Azusa Pacific University
B.S., Nursing - The Hashemite University

Baldwin, Stacy, DNP, MSN, FNP-BC
Assistant Professor
Doctor of Nursing Practice - James Madison University
M.S., Nursing - Virginia Commonwealth University
B.S., Nursing - Virginia Commonwealth University

Freeman-Gill, Joanne, DNP, MSN, AGACNP-BC, FNP-BC, WHNP-NCC
Assistant Professor
Doctor of Nursing Practice - University of Southern Alabama
M.S., Nursing - University of Alabama
B.S., Nursing - Excelsior College

Kendrick, Jodi, EdD, MSN, RN
Assistant Professor
Ed.D., Doctorate of Nursing Education - Walden University
M.S., Nursing - Radford University
B.S., Nursing - Malone College

Lazar, John, PhD, MSN, FNP-BC, CHEP
Associate Professor
Doctor of Philosophy, Nursing - Azusa Pacific University
M.S., Nursing - University of Phoenix
B.S., Nursing - California State University, Dominguez Hills

Lim, Liz, WHNP-BC
Assistant Professor
M.S., Nursing - California State University
B.S., Nursing - California State University

Lovci, Carol, MSN, CCM, CHPN, RN
Assistant Professor
M.S., Nursing - Leadership Management - Walden University
B.S., Nursing, PHN - University of Phoenix

Seifu, Michael, MSN, MBA, PMHNP-BC, FNP-C, FACHE
Assistant Professor
M.S., Nursing - Texas A&M University
Master, Business Administration - University of Phoenix
B.S., Nursing - Excelsior College

Urena, Cynthia, FNP-BC, CHEP
Assistant Professor
M.S., Nursing - Family Nurse Practitioner - University of California, Los Angeles
B.S., Nursing - California State University, Northridge

Whitmyer, Christine, MSN, PHN, RN
Instructor II
Doctorate of Nursing Practice - California State University, Fresno
M.S., Nursing - California State University, Fullerton
Credentialed School Nurse Certificate - California State University, Fresno
B.S., Nursing - University of Phoenix
Associate of Applied Science, Nursing - Kingsborough Community College, New York

Wyrick, Sandra, PhD, MSN, RN
Associate Professor
Ph.D., Education and Leadership - Washington State University
M.S., Nursing Education - University of Washington
B.S., Nursing - University of Washington

Public Health

Mouttapa, Michele, PhD, MA
Dean/Program Director
Professor
Ph.D., Preventative Medicine, Health Behavior Research - University of Southern California
M.A., Psychology - California State University, Fullerton
B.S., Psychology - University of California, Davis

Auslander, Alexandra, Ph.D., M.P.H., M.S.
Assistant Professor
Ph.D., Health Promotion Sciences, Public Health - Claremont Graduate University
M.P.H., Biostatistics and Epidemiology - Claremont Graduate University
M.S., Kinesiology, Exercise Physiology - California Polytechnic University, Pomona
B.A., Biology - San Francisco State University

Garcia, Barbara, Ed.D, M.P.H., M.S.
Professor
Ed.D., Higher Education - University of Science, Arts, and Technology
M.P.H., Public Health - Epidemiology, Florida International University
M.S., Biomedical Sciences - Barry University
B.A., Biological Basis of Behavior and Psychology - University of Pennsylvania

Tardif, Isabelle, D.O.
Assistant Professor
D.O., Doctor of Osteopathic Medicine, Internal Medicine - Nova Southeastern University
B.A., Chemistry - Florida Atlantic University

Speech Language Pathology

Bush, Regina, PhD
Dean/Program Director
Professor
Ph.D., Communication Sciences and Disorders - University of South Carolina
M.S., Speech Language Pathology - University of South Carolina
B.A., Speech Language Pathology - Columbia College

Williams-Crossen, Sharita, Ed.D., M.Ed., BA, CCC-SLP
Director of Clinical Education
Ed.D., Child, Youth & Family Studies - Nova Southeastern University
M.Ed., Communication Disorders - North Carolina Central University
B.A., Speech Language Pathology - North Carolina State A&T University

Alvarez, Kayla, M.A., B.S.
Assistant Director of Clinical Education
M.A. Educational Leadership & Program Development – St. Mary's University of Minnesota
B.A. Biological Sciences – University of North Texas

Shears, Nicole, Ed.D., M.S., B.A.S. CCC-SLP
Online Faculty Manager
Ed.D., Educational Leadership – Liberty University
M.S., Communication Sciences and Disorders – Abilene Christian University
B.A.S., Communication Sciences and Disorders – Abilene Christian University

Carr-Marcel, Tracy, PhD
Assistant Professor
Ph.D., General Human Services; Concentration: Healthcare Leadership - Capella University
M.S., Communication Sciences and Disorders - Howard University
B.A., Journalism - Howard University

Zemsky Dineen, Michelle, Ph.D. M.A., B.S.Ed., CCC-SLP, FNAP
Assistant Professor
Ph.D., Interprofessional Healthcare Studies – Rosalind Franklin University of Medicine and Science
M.A., Speech and Language Pathology - Northwestern University
B.S.., Speech Pathology and Audiology - Miami University (Ohio)

Gohsman, Meredith, Ph.D. M.S., B.S., CCC-SLP
Assistant Professor
Ph.D., Kinesiology and Rehabilitation – Old Dominion University
M.S., Speech-Language Pathology – James Madison University
B.S.., Speech-Language Pathology – Old Dominion University

Lambert, Emily, M.S., CCC-SLP
Assistant Professor
M.S., Speech-Language Pathology – Texas Christian University
B.S., Communication Sciences and Disorders – The University of Texas

Williams, Camisha, Ph.D., M.S.P., B.S.Ed., CCC-SLP
Assistant Professor
Ph.D., Psychology – Walden University
M.S.P., Master of Speech Pathology – University of South Carolina
B.S.Ed., Communication Sciences and Disorders – University of Georgia

ADDENDA

PHARMACY TUITION AND FEES

Effective for active students enrolled prior to August 19, 2019 (Fall term)

Doctor of Pharmacy (PharmD)

Degree Type	Doctorate
Total Program Credits	144
Program Length *(full time)*	9 semesters
Tuition Cost (per credit)	$1,270
Total Tuition Cost	$182,892
Application Fee *(non-refundable)*	$75
STRF Fee[1](non-refundable)	$0
Estimated Total Book Costs[3]	$2,584
Estimated Total Book Shipping Cost[2]	$258
Estimate for Uniforms[2]	$0
Estimate for Supplies & Licensure Preparation[2]	$2,250
Technology Fee[3] *($100 per semester)*	$900
Estimated Total Program Costs	$188,959

[1] You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you: 1) You are a student, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and 2) Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies: 1) You are not a California resident, or are not enrolled in a residency program, or 2) Your total charges are paid by a third party, such as an employer, government program or other payer and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education (BPPE). You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following: 1) The school closed before the course of instruction was completed; 2) The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school; 3)The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or

reimburse proceeds received by the school prior to closure in excess of tuition and other cost; 4) There was a material failure to comply with the Act or this Division within 30 days before the school closed or if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau; 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

[2] The Estimated Book, Uniform, and Supply costs reflect the Manufacturer's Suggested Retail Price totals compiled in December 2018 and are subject to change. Uniforms and supplies must be purchased in their entirety from WCU. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on the supplies, contact the Bursar Office.

[3] The Technology Fee includes costs for video and audio equipment, Skills, Modality and Simulation Labs and course materials.

Note 1: Students who wish to take Challenge Exams will be subject to a fee of $100 for each Challenge exam. Please see the Bursar Office for a full price listing.

Note 2: Course Audits - If a course(s) is being audited, credits for these course(s) will be included for the students schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

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