# American Career College



# 2025-2026 College Catalog

### 3<sup>rd</sup> Edition

[www.americancareercollege.edu](http://www.americancareercollege.edu)
Effective January 1, 2025 - December 31, 2026

[Online Catalog Link](#)

# TABLE OF CONTENTS

# CAMPUSES

Instruction will be held at the following physical campuses:



### Los Angeles- Main Campus
4021 Rosewood Ave.
Los Angeles, CA 90004
(323) 668-7555



### Orange County- Branch Campus
1200 N. Magnolia Ave.
Anaheim, CA 92801
(714) 763-9066

*Separate Educational Center*
2461 W. La Palma Ave.
Anaheim, CA 92801



### Ontario- Main Campus
3130 East Sedona Court
Ontario, CA 91764
(909) 218-3253

**www.americancareercollege.edu**

## COLLEGE INFORMATION

## Mission Statement

American Career College is dedicated to the belief that all students have the right to succeed to their full potential. To meet this challenge in postsecondary education, American Career College's mission is to provide adult learners with the skills and technical knowledge needed for initial employment in entry-level positions.

American Career College's goals include, but are not limited to, providing quality educational programs that can be completed in a timely fashion and are facilitated by an outstanding faculty and staff. The programs offered at American Career College are designed to meet the needs of all communities of interest. Continual program reviews, through the assistance of advisory committees, help to ensure that all programs are up-to-date and relevant to employers' needs.

## College History and Description

American Career College was incorporated in California on January 11, 1978. The College, then named American College of Optics, was located at 3030 West Sixth Street in Los Angeles, California.  In 1985, the College moved to 3630 Wilshire Boulevard in Los Angeles. On September 1, 1989, the College relocated to its present facility at 4021 Rosewood Avenue in Los Angeles, California. The founder's intention was to develop a specialty training school devoted exclusively to the optical dispensing profession.

In September of 1990, the College expanded its curriculum to include the Pharmacy Technician program and changed its name to American College of Optechs. Over the next decade, the College continued to expand its curriculum to include additional specialized allied health programs, and during this time, changed its name to American Career College. In November of 2000, the Orange County Campus in Anaheim opened as a branch of the Los Angeles campus.

In February of 2005, the founder of American Career College formed a new company, Ontario Health Education Company, Inc. and purchased Atlantis Medical College in Norco, California.  Subsequently, that college's name was changed to American Career College. American Career College continued offering the programs that were approved at Atlantis Medical College, while incorporating American Career College's culture and programs into the

school. In June of 2008, the Norco campus moved to its current facility in Ontario, California.

In 2008, American Career College expanded its level of offerings to include Associate of Occupational Science degree programs in various allied health disciplines.

## Facilities

### Los Angeles and Orange County Campuses

The Los Angeles campus occupies approximately 50,000 square feet in a three-story building. The Orange County branch campus occupies approximately 58,000 square feet in two buildings and has recently undergone renovations. The separate educational center at Orange County is located at 2461 W. La Palma Avenue, Anaheim, CA 92801. The separate educational center is a separate building within walking distance of the main building and houses a majority of the programs offered at the Anaheim campus.

The Los Angeles and Orange County campuses all have large classrooms appropriately furnished with laboratory and instructional furniture for the type of work performed. Supplies for each program of study are available in the classrooms and laboratories at each campus. The facilities are readily accessible for students requiring physical accommodations, and the campuses have convenient access to public transportation and freeway access.

The Los Angeles and Orange County campuses have student lounges and common areas that are open to students with vending machines that provide a variety of snacks and refreshments. Faculty break rooms are also available to faculty and staff at the Los Angeles and Orange County campuses. Students are encouraged to use the lounges when eating and are asked to respect the right of all students to a clean environment. Food and beverages are not allowed in classrooms and laboratories.

### Ontario Campus

The Ontario campus also provides classrooms that are appropriately furnished with laboratory and instructional furniture for the type of work performed. Supplies for each program of study are available in the classrooms and laboratories at each campus. The Ontario campus occupies approximately 60,000 square feet in a two-story building. The facility is readily accessible for students

requiring physical accommodation. In addition to ample parking, the campus is conveniently located near public transportation and freeway access.

The Ontario campus has a student lounge and common areas that are open to students with vending machines that provide a variety of snacks and refreshments. There is also a faculty break room available to faculty and staff at the Ontario campus. Students are encouraged to use the lounges when eating and are asked to respect the right of all students to a clean environment. Food and beverages are not allowed in classrooms and laboratories.

## Library Services

American Career College maintains a robust online library available to all students, faculty and staff on and off campus. The online library contains an extensive collection of online subscription resources, including access to leading peer-reviewed and trade journals with full-text, eBooks, reference collections, curated general education resources, and medical image and video collections. Students also have access to research guides and reference services from a professional librarian through the library's website. The librarian is available for one-one research help by appointment. To access these resources or schedule a session with the librarian visit: https://guides.americancareercollege.edu/library.

## Hours of Operation

### Campus Administrative Offices

Office hours for the Los Angeles, Orange County and Ontario campuses are 8 AM to 8 PM from Monday through Thursday and 8 AM to 5 PM on Friday.

### Day Classes

Day classes are typically offered in 4-hour to 6-hour sessions between 6 AM and 5 PM, Monday through Friday.  Schedules vary by program.  To obtain exact times for classes offered, please check with the Admissions Department prior to enrollment.

### Evening Classes

Evening classes are typically offered in 4-hour to 6-hour sessions between 4 PM and 11 PM, Monday through Friday.  Schedules vary by program.  To obtain exact times for classes offered, please check with the Admissions Department prior to enrollment.

### Externship/Clinical Experiences

Externships and clinical rotations are scheduled for various times Monday through Sunday, according to the needs of the specific program and the availability of the externship/clinical site.  Externship and clinical hours are set by the host site and will vary.

### Vocational Nursing and Associate Degree programs

Days and times for classroom, lab, and clinical activities will vary by term. To obtain exact times for classes offered, please check with the Program Director prior to enrollment. Student schedules may vary from term to term. Students will be notified of their schedule in advance of the next term start.

### Blended Learning Modules and Courses

Students enrolled in blended modules or courses are required to participate in online module or course activities as outlined in each module/course syllabus. Blended modules/courses at the College combine traditional classroom instruction with an online learning environment.  Threaded discussions provide opportunities for exciting and productive class interaction, as well as the chance to connect with faculty members for help and guidance.

Each blended module or course also engages students with interactive learning exercises and animated activities while providing an audio-visual advantage.  Effective online learning requires more than simple text on a screen.  Students are able to see and hear each lesson from any computer with access to the internet and the appropriate technical requirements.  Because students may have multiple ways of learning, the sights and sounds associated with blended modules/courses add a valuable dimension to the educational experience.  Moreover, animations, graphs, charts, and slide presentations are regularly integrated into the modules/courses.

## Security and Safety

Students are responsible for their own security and safety and must be aware of the security and safety of others. The College is not responsible for any student's personal belongings that are lost, stolen, or damaged on campus, in parking lots, at clinical/externship sites, or during any college activities. Students should immediately report any medical, criminal, or other emergency occurring on campus to their Instructor, Program Director, or any College employee. Upon receipt of any report of a medical

or criminal emergency, the College will, on behalf of the student, obtain the services of medical or security professionals, as appropriate.

Please see your Campus Executive Director or Director of Education for the College's Safety and Security policies.

## Health and Safety Requirements

The College strives to provide its students with a secure and safe environment. Classrooms and laboratories comply with the requirements of the appropriate regulatory agencies.

Students are required to complete certain health and safety requirements according to individual program needs. Because many students at the College are involved with direct patient care in health care careers, they may be exposed to conditions of high risk and must be protected. Patients must also be protected against potential health risks from students.  Individual programs may have clinical or externship requirements that must be met prior to the first day of the clinical or externship class.

Each program is responsible for tracking and maintaining clinical health and safety requirements and ensuring that students meet the specific program requirements.

All students must meet the requirements of the clinical/externship site to which they are assigned. If a student does not meet the requirements for the site, the student may become ineligible to participate in the specific program of study and unable to complete the program.

## Required Federal Disclosure Information

For information on graduation rates and other important information, visit www.americancareercollege.edu/disclosures.

## California Regulatory Disclosures

American Career College makes every effort to ensure accuracy of the information contained in this catalog. The College reserves the right to change policies, regulations, fees, and courses of instruction during this catalog period upon direction of the American Career College Administration and its Chief Executive Officer. The most current and complete information is available from the Campus Executive Director or Director of Education. All information in the content of this college catalog is current and correct as of the publication date and is so certified as true by David A. Pyle, Chief Executive Officer.

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

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.

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.

**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 at www.bppe.ca.gov.**

**The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private post-secondary 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, option #5 or by visiting osar.bppe.ca.gov.**

Co-President, Academics    Co-President, Business Operations

## Accreditation, Approvals and Memberships

The College voluntarily undergoes periodic accrediting evaluations by teams of qualified examiners including subject matter experts in occupational education and private postsecondary school administration.

- The Los Angeles, Orange County, and Ontario campuses are institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES 6116 Executive Blvd. Suite 730, North Bethesda, MD 20852; Phone (301) 291-7550 / email: Info@abhes.org / www.abhes.org

- American Career College 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. Bureau for Private Postsecondary Education (BPPE). BPPE physical address: 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834; mailing address: P.O. Box 980818, West Sacramento, CA 95798-0818; Phone (916) 574-8900 / Toll free (888) 370-7589 / Fax (916) 263-1897 / www.bppe.ca.gov

- The Medical Assistant programs at the Los Angeles, Orange County and Ontario campuses are programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES 6116 Executive Blvd. Suite 730, North Bethesda, MD 20852; Phone (301) 291-7550 / email: Info@abhes.org / www.abhes.org

- The Surgical Technology (Associate of Occupational Science) programs at the Los Angeles, Orange County and Ontario campuses are programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES 6116 Executive Blvd. Suite 730, North Bethesda, MD 20852; Phone (301) 291-7550 / email: Info@abhes.org / www.abhes.org

- The Respiratory Therapy (Associate of Occupational Science) programs in Orange County and Ontario are accredited by the Commission on Accreditation for Respiratory Care (CoARC). CoARC 264 Precision Blvd. Telford, TN 37690; Phone (817) 283-2835 / Fax (817) 510-1063 / www.coarc.com.

- The Respiratory Therapy (Associate of Occupational Science) program at the Los Angeles campus (Program ID 200657) holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com). This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self-Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit), to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation.

- The Vocational Nursing programs at the Los Angeles, Orange County, and Ontario campuses are approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT). BVNPT 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833; Phone (916) 263-7800 / www.bvnpt.ca.gov

- The Physical Therapist Assistant Program in Orange County and Ontario is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), (CAPTE 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; Phone: 703-706-3245; Email: accreditation@apta.org; Website: www.capteonline.org).

- The Occupational Therapy Assistant (Associate of Occupational Science) program in Orange County is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) (ACOTE 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929; Phone: (301) 652-6611 / www.acoteonline.org).

- The Radiography (Associate of Occupational Science) program at the Ontario, Los Angeles, and Orange County campuses are approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB). Department of Public Health Radiologic Health Branch 1500 Capitol Avenue, 5th Floor, MS 7610, Sacramento, CA 95814-5006; Phone: 916-327-5106 / Fax: 916-440-7999 / www.cdph.ca.gov

- The Associate Degree in Nursing (Associate of Science) program at the Los Angeles and Ontario campuses are approved by the California Board of Registered Nursing. Board of Registered Nursing: 1747 North Market Boulevard, Suite 150, Sacramento, CA 95834/ Phone (916) 322-3350 / Fax (916) 574-7697 / www.rn.ca.gov

- The College is approved for training of Veterans and eligible persons under the provisions of Title 38, United States Code.

- The College is a member of the California Association of Private Postsecondary Schools (CAPPS). www.cappsonline.org; and the Career Education Colleges and Universities (CECU) www.career.org

- American Career College is authorized to delivery distance education coursework in the state of

California.
* License to operate means compliance with state
standards as set forth in the California Private
Postsecondary Education Act of 2009.

## Statement of Ownership

The Los Angeles and Orange County campuses of American Career College are operated by American Career College, Inc., a California Corporation.

The Ontario campus of American Career College is operated by Ontario Health Education Company, Inc., a California Corporation.

The address for both corporations is: 151 Innovation Drive, Irvine, CA 92617; phone (949) 783-4800.

## Officers and Key Personnel

| Name | Title |
|---|---|
| David A. Pyle | Founder and Chief Executive Officer |
| Scott Casanover | General Counsel/Vice President, Government Affairs |
| Susan Pailet | Co-President, Academics |
| Timothy Lee | Co-President, Business Operations |
| Raj Kadam | Chief Information Officer |
| Michael Hargrave | Vice President, Financial Aid |

## Program Offerings

American Career College offers the following programs.

Not all programs are offered at all locations.

### Diploma Programs

| PROGRAM TITLE | LA | OC | ONT | PROGRAM LENGTH IN WEEKS* | CLOCK HOURS | QUARTER CREDITS |
|---|---|---|---|---|---|---|
| Dental Assisting | X | X | X | 38 | 820 | 55.0 |
| Medical Assistant | X | X | X | 36 | 780 | 50.5 |
| Medical Billing | | | X | 29 | 660 | 43 |
| Medical Coding | | | X | 30 | 360 | 36 |
| Optical Technician | X | | X | 36 | 780 | 50.5 |
| Pharmacy Technician | X | X | X | 35 | 800 | 48 |
| Vocational Nursing | X | X | X | 55 - Day; 86 - Evening/Weekend | 1530 | 100 |

*Program length in weeks may be extended depending on holiday schedules.

### Associate Degree Programs

| PROGRAM TITLE | LA | OC | ONT | PROGRAM LENGTH IN WEEKS* | CLOCK HOURS | QUARTER CREDITS |
|---|---|---|---|---|---|---|
| AS-Nursing | X | | X | 80 | 1580 | 99 |
| AOS-Occupational Therapy Assistant | | X | | 80 | 1780 | 98 |
| AOS-Physical Therapist Assistant | | X | X | 80 | 1590 | 96 |
| AOS-Radiography | X | X | X | 100 | 2660 | 130 |
| AOS-Respiratory Therapy | X | X | X | 80 | 1580 | 103 |
| AOS-Surgical Technology | X | X | X | 80 | 1600 | 102 |

*Program length in weeks may be extended depending on holiday schedules.

## College Holidays for All Programs

| HOLIDAYS | 2025-2026 | 2026-2027 |
|---|---|---|
| M.L. King Jr. B-day | January 20, 2025 | January 19, 2026 |
| Presidents Day | February 17, 2025 | February 16, 2026 |
| Memorial Day | May 26, 2025 | May 25, 2026 |
| Juneteenth | June 19, 2025 | June 19, 2026 |
| Independence Day | July 4, 2025 | July 3 -4, 2026 |
| Labor Day | September 1, 2025 | September 7, 2026 |
| Thanksgiving Day & Day After | November 27 - 28, 2025 | November 26 - 27, 2026 |
| Winter Recess (Standard Term Programs) | December 25, 2025 - January 4, 2026 | December 24, 2026 - January 4, 2027 |
| Winter Recess (Diploma Programs) | December 25 - 26, 2025 & December 31 - January 2 , 2026 | December 24 - 25, 2026 & December 31, 2026, January 1 , 2027 and January 4, 2027 |

## Academic Calendar and Program Start Dates

Not all programs, program start dates or sessions are available at all campuses. Applicants/students must check with the campus/program to ensure availability. Program start and end dates may be adjusted at the discretion of the College.

**Diploma Programs by Campus**

Dental Assisting Program
All Campus Locations

| Program Start Date | Expected Program Completion Dates |
|---|---|
| 9/30/2024 | 7/11/2025 |
| 10/28/2024 | 8/11/2025 |
| 11/25/2024 | 9/9/2025 |
| 12/26/2024 | 10/8/2025 |
| 1/29/2025 | 11/7/2025 |
| 2/27/2025 | 12/9/2025 |
| 3/31/2025 | 1/13/2026 |
| 4/29/2025 | 2/10/2026 |
| 5/29/2025 | 3/11/2026 |
| 6/30/2025 | 4/8/2026 |
| 7/29/2025 | 5/8/2026 |
| 8/27/2025 | 6/9/2026 |
| 9/29/2025 | 7/10/2026 |
| 10/27/2025 | 8/10/2026 |
| 11/24/2025 | 9/8/2026 |
| 12/23/2025 | 10/7/2026 |
| 1/28/2026 | 11/6/2026 |
| 2/26/2026 | 12/8/2026 |
| 3/30/2026 | 1/12/2027 |
| 4/28/2026 | 2/9/2027 |
| 5/28/2026 | 3/10/2027 |
| 6/29/2026 | 4/7/2027 |
| 7/28/2026 | 5/7/2027 |
| 8/26/2026 | 6/8/2027 |

Dental Assisting Weekend Program
All Campus Locations

| Program Start Date | Expected Program Completion Dates |
|---|---|
| 9/21/2024 | 7/7/2025 |
| 10/20/2024 | 8/4/2025 |
| 11/19/2024 | 9/2/2025 |
| 12/21/2024 | 10/2/2025 |
| 1/23/2025 | 10/31/2025 |
| 2/22/2025 | 12/2/2025 |
| 3/23/2025 | 1/7/2026 |
| 4/22/2025 | 2/9/2026 |
| 5/22/2025 | 3/9/2026 |
| 6/22/2025 | 4/6/2026 |
| 7/22/2025 | 5/6/2026 |
| 8/21/2025 | 6/8/2026 |
| 9/20/2025 | 7/8/2026 |
| 10/19/2025 | 8/3/2026 |
| 11/18/2025 | 9/4/2026 |
| 12/20/2025 | 10/5/2026 |
| 1/22/2026 | 11/2/2026 |
| 2/21/2026 | 12/4/2026 |
| 3/22/2026 | 1/12/2027 |
| 4/21/2026 | 2/9/2027 |
| 5/21/2026 | 3/8/2027 |
| 6/20/2026 | 4/5/2027 |
| 7/21/2026 | 5/5/2027 |
| 8/20/2026 | 6/7/2027 |

## Medical Assistant Program
All Campus Locations

| Program Start Date | Expected Program Completion Dates |
|---|---|
| 10/28/2024 | 7/22/2025 |
| 11/25/2024 | 8/20/2025 |
| 12/26/2024 | 9/18/2025 |
| 1/29/2025 | 10/17/2025 |
| 2/27/2025 | 11/18/2025 |
| 3/31/2025 | 12/18/2025 |
| 4/29/2025 | 1/23/2026 |
| 5/29/2025 | 2/20/2026 |
| 6/30/2025 | 3/20/2026 |
| 7/29/2025 | 4/17/2026 |
| 8/27/2025 | 5/19/2026 |
| 9/29/2025 | 6/18/2026 |
| 10/27/2025 | 7/21/2026 |
| 11/24/2025 | 8/19/2026 |
| 12/23/2025 | 9/17/2026 |
| 1/28/2026 | 10/16/2026 |
| 2/26/2026 | 11/17/2026 |
| 3/30/2026 | 12/17/2026 |
| 4/28/2026 | 1/22/2027 |
| 5/28/2026 | 2/19/2027 |
| 6/29/2026 | 3/19/2027 |
| 7/28/2026 | 4/16/2027 |
| 8/26/2026 | 5/18/2027 |

## Medical Assistant Weekend Program
All Campus Locations

| Program Start Date | Expected Program Completion Dates |
|---|---|
| 10/20/2024 | 7/16/2025 |
| 11/19/2024 | 8/13/2025 |
| 12/21/2024 | 9/11/2025 |
| 1/23/2025 | 10/13/2025 |
| 2/22/2025 | 11/11/2025 |
| 3/23/2025 | 12/11/2025 |
| 4/22/2025 | 1/16/2026 |
| 5/22/2025 | 2/19/2026 |
| 6/22/2025 | 3/18/2026 |
| 7/22/2025 | 4/15/2026 |
| 8/21/2025 | 5/15/2026 |
| 9/20/2025 | 6/17/2026 |
| 10/19/2025 | 7/17/2026 |
| 11/18/2025 | 8/12/2026 |
| 12/20/2025 | 9/16/2026 |
| 1/22/2026 | 10/14/2026 |
| 2/21/2026 | 11/11/2026 |
| 3/22/2026 | 12/15/2026 |
| 4/21/2026 | 1/22/2027 |
| 5/21/2026 | 2/19/2027 |
| 6/20/2026 | 3/17/2027 |
| 7/21/2026 | 4/14/2027 |
| 8/20/2026 | 5/14/2027 |

Medical Billing Program
(ONT Campus Only)

| Program Start Date | Expected Program Completion Dates |
|---|---|
| 11/25/2024 | 7/11/2025 |
| 12/26/2024 | 8/11/2025 |
| 1/29/2025 | 9/9/2025 |
| 2/27/2025 | 10/8/2025 |
| 3/31/2025 | 11/7/2025 |
| 4/29/2025 | 12/9/2025 |
| 5/29/2025 | 1/13/2026 |
| 6/30/2025 | 2/10/2026 |
| 7/29/2025 | 3/11/2026 |
| 8/27/2025 | 4/8/2026 |
| 9/29/2025 | 5/8/2026 |
| 10/27/2025 | 6/9/2026 |
| 11/24/2025 | 7/10/2026 |
| 12/23/2025 | 8/10/2026 |
| 1/28/2026 | 9/8/2026 |
| 2/26/2026 | 10/7/2026 |
| 3/30/2026 | 11/6/20026 |
| 4/28/2026 | 12/8/2026 |
| 5/28/2026 | 1/12/2027 |
| 6/29/2026 | 2/9/2027 |
| 7/28/2026 | 3/10/2027 |
| 8/26/2026 | 4/7/2027 |

Medical Coding Program
(ONT Campus Only)

| Program Start Date | Expected Program Completion Dates |
|---|---|
| 12/12/2024 | 7/21/2025 |
| 2/28/2025 | 9/30/2025 |
| 5/12/2025 | 12/10/2025 |
| 7/23/2025 | 2/27/2026 |
| 10/2/2025 | 5/11/2026 |
| 12/12/2025 | 7/31/2026 |

Optical Technician Program
(LA & ONT Campus Only)

| Program Start Date | Expected Program Completion Dates |
|---|---|
| 10/28/2024 | 7/22/2025 |
| 11/25/2024 | 8/20/2025 |
| 12/26/2024 | 9/18/2025 |
| 1/29/2025 | 10/17/2025 |
| 2/27/2025 | 11/18/2025 |
| 3/31/2025 | 12/18/2025 |
| 4/29/2025 | 1/23/2026 |
| 5/29/2025 | 2/20/2026 |
| 6/30/2025 | 3/20/2026 |
| 7/29/2025 | 4/17/2026 |
| 8/27/2025 | 5/19/2026 |
| 9/29/2025 | 6/18/2026 |
| 10/27/2025 | 7/21/2026 |
| 11/24/2025 | 8/19/2026 |
| 12/23/2025 | 9/17/2026 |
| 1/28/2026 | 10/16/2026 |
| 2/26/2026 | 11/17/2026 |
| 3/30/2026 | 12/17/2026 |
| 4/28/2026 | 1/22/2027 |
| 5/28/2026 | 2/19/2027 |
| 6/29/2026 | 3/19/2027 |
| 7/28/2026 | 4/16/2027 |
| 8/26/2026 | 5/18/2027 |

Pharmacy Technician Program
All Campus Locations

| Program Start Date | Expected Program Completion Dates |
|---|---|
| 10/28/2024 | 7/16/2025 |
| 11/25/2024 | 8/14/2025 |
| 12/26/2024 | 9/15/2025 |
| 1/29/2025 | 10/13/2025 |
| 2/27/2025 | 11/11/2025 |
| 3/31/2025 | 12/15/2025 |
| 4/29/2025 | 1/20/2026 |
| 5/29/2025 | 2/18/2026 |
| 6/30/2025 | 3/17/2026 |
| 7/29/2025 | 4/14/2026 |
| 8/27/2025 | 5/12/2026 |
| 9/29/2025 | 6/12/2026 |
| 10/27/2025 | 7/15/2026 |
| 11/24/2025 | 8/13/2026 |
| 12/23/2025 | 9/14/2026 |
| 1/28/2026 | 10/12/2026 |
| 2/26/2026 | 11/10/2026 |
| 3/30/2026 | 12/14/2026 |
| 4/28/2026 | 1/19/2027 |
| 5/28/2026 | 2/17/2027 |
| 6/29/2026 | 3/16/2027 |
| 7/28/2026 | 4/13/2027 |
| 8/26/2026 | 5/11/2027 |

Pharmacy Technician Weekend Program
(LA Campus Only)

| Program Start Date | Expected Program Completion Dates |
|---|---|
| 10/20/2024 | 7/9/2025 |
| 11/19/2024 | 8/8/2025 |
| 12/21/2024 | 9/8/2025 |
| 1/23/2025 | 10/6/2025 |
| 2/22/2025 | 11/5/2025 |
| 3/23/2025 | 12/8/2025 |
| 4/22/2025 | 1/12/2026 |
| 5/22/2025 | 2/11/2026 |
| 6/22/2025 | 3/16/2026 |
| 7/22/2025 | 4/10/2026 |
| 8/21/2025 | 5/8/2026 |
| 9/20/2025 | 6/10/2026 |
| 10/19/2025 | 7/14/2026 |
| 11/18/2025 | 8/11/2026 |
| 12/20/2025 | 9/4/2026 |
| 1/22/2026 | 10/9/2026 |
| 2/21/2026 | 11/6/2026 |
| 3/22/2026 | 12/8/2026 |
| 4/21/2026 | 1/14/2027 |
| 5/21/2026 | 2/17/2027 |
| 6/20/2026 | 3/16/2027 |
| 7/21/2026 | 4/9/2027 |
| 8/20/2026 | 5/7/2027 |

**Vocational Nursing Programs by Campus**

LA & OC Campus

| Program Start Dates | Expected Program Completion Dates |
|---|---|
| 8/19/2024 | 9/5/2025 |
| 11/18/2024 | 12/5/2025 |
| 2/24/2025 | 3/13/2026 |
| 5/12/2025 | 5/11/2026 |
| 7/23/2025 | 7/21/2026 |
| 10/2/2025 | 9/30/2026 |
| 12/12/2025 | 12/10/2026 |
| EVENING/ WEEKEND | |
| 1/22/2024 | 9/14/2025 |
| 6/24/2024 | 2/15/2026 |
| 1/27/2025 | 9/20/2026 |
| 7/21/2025 | 1/24/2027 |
| 11/3/2025 | 5/9/2027 |

ONT Campus

| Program Start Dates | Expected Program Completion Dates |
|---|---|
| 8/19/2024 | 9/5/2025 |
| 11/18/2024 | 12/5/2025 |
| 2/24/2025 | 3/13/2026 |
| 5/12/2025 | 5/11/2026 |
| 7/23/2025 | 7/21/2026 |
| 10/2/2025 | 9/30/2026 |
| 12/12/2025 | 12/10/2026 |
| EVENING/ WEEKEND | |
| 3/4/2024 | 10/26/2025 |
| 9/9/2024 | 5/3/2026 |
| 3/3/2025 | 10/25/2026 |
| 7/21/2025 | 1/24/2027 |
| 11/3/2025 | 5/9/2027 |

**Associate Degree Programs**

Associate Degree in Nursing
LA & ONT Campus

| Program Start Dates | Expected Program Completion Dates |
|---|---|
| 2/29/2024 | 9/30/2025 |
| 5/10/2024 | 12/10/2025 |
| 7/22/2024 | 2/27/2026 |
| 10/2/2024 | 5/11/2026 |
| 12/12/2024 | 7/21/2026 |
| 2/28/2025 | 9/30/2026 |
| 5/12/2025 | 12/10/2026 |
| 7/23/2025 | 3/3/2027 |
| 10/2/2025 | 5/13/2027 |
| 12/12/2025 | 7/23/2027 |

Occupational Therapy Assistant
OC Campus

| Program Start Dates | Expected Program Completion Dates |
|---|---|
| 7/22/2024 | 2/27/2026 |
| 7/23/2025 | 3/3/2027 |

Physical Therapist Assistant
OC & ONT Campus

| Program Start Dates | Expected Program Completion Dates |
|---|---|
| 2/29/2024 (OC) | 9/30/2025 |
| 10/2/2024 (ONT) | 5/11/2026 |
| 2/28/2025 (OC) | 9/30/2026 |
| 10/2/2025 (ONT) | 5/13/2027 |

Radiography
All Campus Locations

| Program Start Dates | Expected Program Completion Dates |
|---|---|
| 5/10/2024 (OC) | 5/11/2026 |
| 7/22/2024 (LA & ONT) | 7/21/2026 |
| 12/12/2024 (OC) | 12/10/2026 |
| 2/28/2025 (LA & ONT) | 3/3/2027 |
| 7/23/2025 (OC) | 7/23/2027 |
| 10/2/2025 (LA & ONT) | 10/4/2027 |

Respiratory Therapy
All Campus Locations

| Program Start Dates | Expected Program Completion Dates |
|---|---|
| 2/29/2024 | 9/30/2025 |
| 7/22/2024 | 2/27/2026 |
| 2/28/2025 | 9/30/2026 |
| 7/23/2025 | 3/3/2027 |

Surgical Technology
All Campus Locations

| Program Start Dates | Expected Program Completion Dates |
|---|---|
| 2/29/2024 | 9/30/2025 |
| 7/22/2024 | 2/27/2026 |
| 12/12/2024 | 7/21/2026 |
| 5/12/2025 | 12/10/2026 |
| 10/2/2025 | 5/13/2027 |

**Term Start and End Dates**

These dates indicate the beginning and end of each 10-Week or 15-Week term. Please see the specific programmatic sections for the designated start dates and estimated completion dates.

10-Week Term Start and End Dates
All Campus Locations

| Term Start Dates | Term End Dates |
| --- | --- |
| 5/12/2025 | 7/21/2025 |
| 7/23/2025 | 9/30/2025 |
| 10/2/2025 | 12/10/2025 |
| 12/12/2025 | 2/27/2026 |
| 3/3/2026 | 5/11/2026 |
| 5/13/2026 | 7/21/2026 |
| 7/23/2026 | 9/30/2026 |
| 10/2/2026 | 12/10/2026 |
| 12/14/2026 | 3/3/2027 |
| 3/5/2027 | 5/13/2027 |
| 5/17/2027 | 7/23/2027 |
| 7/27/2027 | 10/4/2027 |
| 10/6/2027 | 12/14/2027 |

15-Week Term Start and End Dates
All Campus Locations

| Term Start Dates | Term End Dates |
| --- | --- |
| 7/21/2025 | 11/2/2025 |
| 11/3/2025 | 3/1/2026 |
| 3/2/2026 | 6/14/2026 |
| 6/15/2026 | 9/27/2026 |
| 9/28/2026 | 1/24/2027 |
| 1/25/2027 | 5/9/2027 |
| 5/10/2027 | 8/22/2027 |
| 8/23/2027 | 12/5/2027 |

# ADMISSIONS INFORMATION

The College seeks to admit students who possess the appropriate credentials and have demonstrated capacity or potential that indicates a reasonable probability of success in completing the educational programs offered by the College. To accomplish this, the College evaluates all students and makes admissions decisions on an individual basis following the admission policies set forth in this catalog.

Students are encouraged to apply for admission as soon as possible for a specific program and start date. Applicants' families are encouraged to participate in the enrollment process so that they may have an opportunity to ask questions.

Students must complete the entire admissions process on or before the first day of class for all programs. Students who fail to complete the admissions process prior to the first day of class may be required to reschedule to another start date.

## General College Admission Requirements

Listed below are the requirements and procedures that the College has established for admission to the College. For programs with specific admission requirements, please see section Additional Admission Requirements for Programs.

1. Students are required to visit the College prior to enrollment to obtain a clear understanding of the College, view the facilities and equipment and may meet with staff and instructors.

2. All applicants are required to meet with an Admissions Advisor.

3. Applicants must take and pass a standardized entrance exam for select programs.

4. All applicants must complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age).

5. All applicants must pay a non-refundable application fee upon enrollment.

6. Applicants enrolling in the College who have a misdemeanor or felony conviction should be aware that they may not meet applicable licensure or certification requirements and may not be able to secure employment in the field. Certain convictions may prevent a student from successfully completing the desired program due to the inability to place students on externship or clinical sites. Be sure to discuss licensing eligibility concerns and the effects of a criminal background on your program goals with your Admissions Advisor, in consultation with Program Director.

7. An applicant for enrollment at the College is required to possess a diploma from an accredited high school or the recognized equivalent. High school documentation from a country other than the United States must be translated and certified to be at least the equivalent of a U.S. high school diploma by an agency that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE). Applicants must provide a copy of their high school diploma, transcripts, or a copy of their GED/HSE.

American Career College does not admit students that reside in other countries.

Please see Additional Admission Requirements for Programs section for acceptable proof of high school graduation or equivalency specific.

## Additional Admission Requirements for Programs:

### Pharmacy Technician Program

Applicants to the Pharmacy Technician program will be required to:

- complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age). Applicants under 18 years of age must reach their 18th birthday prior to starting their externship..

- obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions process.

- provide their high school diploma or a copy of their GED/HSE, 1 set of official high school transcripts, and 1 set of unofficial high school transcripts.

**Vocational Nursing Programs**

Applicants to the Vocational Nursing program must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions process.

Health screening examinations, pathology tests (if applicable), and/or immunizations for the Vocational Nursing program are conducted on campus prior to clinical assignments.

Alternate Students:
- Vocational Nursing program applicants are admitted as "Alternate Students" once enrollment capacity has been met.
- If the class has reached capacity, Alternate Students may be new students starting the Vocational Nursing program or students who failed one or more courses in Term 1 and need to repeat the course before progressing in the program. However, priority for alternate status will be given to new students.
- An applicant can enter and remain in the program as an alternate until the clinical experience begins in the first term.
- Alternates will be assigned a number based on their enrollment date and time.
- If the alternate's number is reached, the alternate will remain enrolled in the program so long as the alternate is maintaining satisfactory progress and complying with all Vocational Nursing program and College policies and procedures.
- If the alternate's number is not reached before the beginning of the clinical experience in the first term, the alternate will not be allowed to remain in that class. The alternate's enrollment will be cancelled and all monies will be refunded. Alternates will be offered a seat in the next available class, so long as the alternate is complying with all Vocational Nursing program and College policies and procedures.
- Students enrolled as an Alternate are not eligible for Title IV, HEA program funds unless and until they are admitted as regular students after the trial period as an alternate. Upon admission as a regular student, Title IV, HEA program fund eligibility will be retroactive back to the beginning of the payment or loan period, as applicable.

Students in the Vocational Nursing Program are expected to perform the following during their clinical experience:

- Lift up-to 30 lbs. individually,
- Demonstrate visual capacity to read small print,
- Demonstrate auditory perception to hear and understand verbal communication from patients and members of the health team,
- Effectively communicate in English to patients and members of the health team,
- Demonstrate coordinated range of motion of all four extremities,
- Stand, bend, walk, and sit for 6-12 hours in a clinical setting performing physical activities.
- Drug testing may be required in certain clinical placement situations.

**All Associate Degree Programs**

All associate degree program applicants must:

- provide a copy of their high school diploma, transcripts, or a copy of their official GED/HSE.
- obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions process.
- complete health screening examinations, pathology tests (if applicable), drug testing and/or immunizations.

**In addition, the following program specific admission requirements must be met prior to enrollment:**

**Occupational Therapy Assistant Program**

- Program applicants must take and pass a standardized entrance exam. Refer to the Standardized Entrance Testing Policy page for more information.
- Complete an interview with a program faculty member and/or the program director, respectively.

**Physical Therapist Assistant Program**

- Program applicants must take and pass a standardized entrance exam. Refer to the Standardized Entrance Testing Policy page for more information.

- Complete an interview with a program faculty member and/or the program director, respectively.

- Program applicants will also be required to submit two (2) ACC professional reference letters.

- Program applicants must have a minimum GPA of 2.0.

  o If applicant has 12 semester credits or 16 quarter credits of college coursework, college transcripts will be used.

  o If applicant has less than 12 semester credits or 16 quarter credits of college coursework, high school transcripts will be used.

- Complete an essay through computer-based applications.

- Additional points may be awarded based on prior experience or observation in a healthcare setting and/or academic performance.

### Surgical Technology Program

- Program applicants must take and pass a standardized entrance exam. Refer to the Standardized Entrance Testing Policy page for more information.

### Respiratory Therapy Program

- Program applicants must take and pass a standardized entrance exam. Refer to the Standardized Entrance Testing Policy page for more information.
- Applicants under 18 years of age must reach their 18th birthday prior to the expected graduation date from the program.

### Radiography Program

- Program applicants must take and pass a standardized entrance exam. Refer to the Standardized Entrance Testing Policy page for more information.

- Complete an interview with a program faculty member and/or the program director, respectively.

- Program applicants will also be required to submit two (2) professional reference letters.

### Associate Degree in Nursing Program

- Program applicants will be required to take and pass the HESI entrance examination with a minimum passing score of 75% (scores will be rounded to the nearest whole number). The HESI Exam consists of three sections: Math, Reading Comprehension, and Science.

- Complete an interview with a program faculty member and/or the program director, respectively.

- Program applicants must have a minimum GPA of 2.5

  o If applicant has 12 semester credits or 16 quarter credits of college coursework, college transcripts will be used.

  o If applicant has less than 12 semester credits or 16 quarter credits of college coursework, high school transcripts will be used.

### Vocational Nursing to Associate Degree of Nursing (LVN to RN) Program Options

Licensed Vocational Nurses who apply to ACC's ADN program seeking an academic degree will be offered educational mobility opportunities that take into account their previous education and/or work experience. Academic credits will be evaluated and applied to nursing course requirements. Pre-testing and counseling will be available to assist students to make appropriate decisions.

LVNs seeking admission to the ADN program must first meet the ACC eligibility requirements for new or transferring students. These eligibility requirements may be different for the LVN opting for the 45-unit option (see Associate of Science Degree in Nursing).

## Requirements for Students Enrolling in Programs with Blended or Fully Online Modules/Courses

### Students who are taking blended or fully online learning modules/courses must also:

1. Complete the online New Student Canvas Orientation which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended or fully online modules/courses; and

2. Confirm that the student's equipment meets the specific computer requirements with acceptable hardware and software configuration and internet access, as follows:

**System and Browser Requirements:**

| Hardware/Software | Recommended | Minimum |
|---|---|---|
| **Operating System** | • Windows 10 (latest stable release) (64-bit)<br>• Mac OS X 10.16 or higher (64-bit) | • Windows 10 (64-bit)<br>• Mac OS X 10.13 (64-bit) |
| **Processor** | Intel i7 (64-bit)<br>Amd Ryzen 7 (64-bit) | Intel i5 (64-bit)<br>Amd Ryzen 5 (64-bit) |
| **Memory** | 8 GB of RAM or higher | 4 GB of RAM |
| **Monitor Resolution** | 1920 x 1080 or higher | 1024 x 768 |
| **Free Hard Disk Space** | 20 GB or higher of free space | 10 GB of free disk space |
| **Additional Hardware and Accessories** | • External mouse<br>• Power bank<br>• Protective sleeve or padded bag | • Speakers and microphone or headset<br>• Webcam<br>• Power cord / charging cord / charger |
| **Internet Connection** | Broadband (high-speed) Internet connection with a speed of 3 Mbps or higher | Broadband (high-speed) Internet connection |
| **Internet Browser** | • Google Chrome (latest stable release)<br>• Mozilla Firefox (latest stable release) | • Microsoft Edge 88+<br>• Safari 13+ |
| **Microsoft Office** | All active WCU students are provided with a free copy of Microsoft Office 365. You can download Office by logging into your ACC email. | |
| **Adobe Acrobat Reader** | Adobe Acrobat Reader (latest stable release). Acrobat Reader may be required for course documents within Canvas. You can download Reader for free from the Adobe website. | |
| **Accessibility Technology (if needed)** | JAWS (latest stable release) | • Visit the Microsoft website for details (third-party software may have an additional cost)<br>• Visit the Apple website for details (third-party software may have an additional cost) |
| **Third-party Electronic Publishers** | Your instructor may choose to include an electronic publisher (for example, a collection of readings, articles, video clips). Because the electronic publisher content varies, you may or may not have additional system requirements. Check with your instructor or with the third-party publisher for specific requirements. | |
| **Third-party Assessment (quiz, test, or exam)** | **Additional Software**<br>Your program may require third-party examination software to be downloaded, such as: Respondus Lockdown Browser, Respondus Monitor, atiSECURED, ExamSoft, or similar. During examinations using a third-party software, status bar updates, tabbing, cookies, microphone, speakers and camera may be required to be enabled.<br>**Device Registration with ACC**<br>All personal devices used for assessment must be registered with ACC IT department to ensure capability and software requirements are met (Machine and User Authentication). Students will be allowed to register up to two devices.<br>**Device Types and Size Requirements***<br>Acceptable devices used for assessment include laptops (PC or Mac) with a minimum screen size of 11 inches.<br>*Please note a chromebook or tablet may **NOT** be used for assessments.* | |
| **Mobile Device Use and Support** | Mobile device is defined as a smartphone or tablet computer. Mobile device use is acceptable for classroom learning activities if allowed by the faculty. However, mobile devices may NOT be used for any assessment (quiz, text, or exam).Full mobile support for Canvas course content varies by course and third-party publisher.<br>• Mobile Apps. Recent versions for iOS or Android are supported for various mobile applications such as Canvas mobile and the official American Career College app. Review the guidelines in the Google Play store or Apple App store for specific device requirements.<br>• Mobile Browsers. Full mobile support for Canvas course content varies by course, third-party publisher, and proctored examination requirements. For current Canvas mobile browser support information, visit the Canvas Community at community.canvaslms.com. | |

## Standardized Entrance Testing Policy

Applicants in select programs must take a standardized entrance exam.

Applicants who fail the entrance exam may reattempt according to the following schedule:

- 2nd attempt: a minimum of 1 calendar day

- 3rd attempt: a minimum of 7 days from the prior attempt

- 4th attempt: a minimum of 30 days from the prior attempt

- If applicant fails all four attempts, the applicant can begin the process after a minimum of 1 year from the last attempt.

- In the case of a student that drops from a program and subsequently returns to the same or different program, the re-entering student may be required to retest to meet the current minimum testing requirements.

- Some programs may have additional or different testing requirements. Please read the information provided for specific programs below.

**Minimum passing scores for the Wonderlic entrance exam are as follows:**

| Wonderlic Scholastic Level Exam-Quicktest (SLE-Q) or Scholastic Level Exam (SLE) | Minimum Score |
|---|---|
| Dental Assisting | 12 |
| Medical Assistant | 12 |
| Medical Billing | 12 |
| Medical Coding | 15 |
| Optical Technician | 12 |
| Pharmacy Technician | 12 |
| Associate of Occupational Science Occupational Therapy Assistant | 21 |
| Associate of Occupational Science Physical Therapist Assistant | 21 |
| Associate of Occupational Science in Radiography | 21 |
| Associate of Occupational Science in Respiratory Therapy | 21 |
| Associate of Occupational Science in Surgical Technology | 19 |
| Vocational Nursing | 21 |

| American Career College will accept the following entrance exams in lieu of the Wonderlic Scholastic Level Exam-Quicktest (SLE-Q): | | |
|---|---|---|
| Dental Assisting | SLE score of 12 | Within last 5 years of enrollment date |
| Medical Assistant | SLE score of 12 | Within last 5 years of enrollment date |
| Medical Billing | SLE score of 12 | Within last 5 years of enrollment date |
| Medical Coding | SLE score of 15 | Within last 5 years of enrollment date |
| Optical Technician | SLE score of 12 | Within last 5 years of enrollment date |
| Pharmacy Technician | SLE score of 12 | Within last 5 years of enrollment date |
| Associate of Occupational Science Occupational Therapy Assistant | SLE score of 21 or HESI score of 70% | Within last 3 years of enrollment date |
| Associate of Occupational Science Physical Therapist Assistant | SLE score of 21 or HESI score of 70% | Within last 3 years of enrollment date |
| Associate of Occupational Science in Radiography | SLE score of 21 or HESI score of 70% | Within last 3 years of enrollment date |
| Associate of Occupational Science in Respiratory Therapy | SLE score of 21 or HESI score of 70% | Within last 3 years of enrollment date |
| Associate of Occupational Science in Surgical Technology | SLE score of 19 or HESI score of 70% | Within last 3 years of enrollment date |

| Vocational Nursing | SLE score of 21 or HESI score of 70% | Within last 3 years of enrollment date |
|---|---|---|

## HESI Testing Policy

Associate Degree in Nursing (ADN) program applicants will be required to take and pass the HESI entrance examination.

Program applicants **must** receive a passing score on the HESI exam (scores will be rounded to the nearest whole number).

Program applicants may use HESI exam scores from another college/institution. HESI exam scores are valid and may be used to meet entrance exam requirements if the results were obtained within three (3) years of the enrollment date. HESI exam scores taken at American Career College are valid for three (3) years.

Applicants who fail the HESI exam may reattempt according to the following schedule:

• Applicants who do not achieve a passing score on the HESI exam must wait a **minimum of 7** calendar days before retaking the exam.
• If the applicant **does not** achieve a passing score on the **second attempt** on the HESI exam, he/she must wait **30 days** from the date of the last attempt to take the HESI a third time.
• If applicant fails all three attempts, the applicant can begin the process after a minimum of 1 year from the first attempt.
• Applicants applying for the Associate Degree in Nursing (ADN) program that are retaking the exam will be required to retake all sections of the HESI exam.

Applicants who are not accepted for the current class can elect to be placed in the applicant pool for up to the next two class starts, ranked according to their initial combined test score.

If an applicant is not accepted within three successive applicant pools for three consecutive class starts, the application will be denied.

## Notice to Applicants and Students with Misdemeanor and Felony Convictions

Employment in most health care positions requires a background check. The College 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 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.

## General Non-Discrimination Policy

ACC does not discriminate based on race, color, religion, national or ethnic origin, sex, marital, parental, familial, veteran, or military service status, age, or disability. The College complies with all local, state, and federal laws barring discrimination. Accordingly, equal opportunity for admission shall be extended to all persons. This policy extends to conduct that occurs in all settings where activities of the educational program sponsored by the institution occur, whether on individual campus properties owned or controlled by ACC or off campus while a person is participating in an education program or activity of the Institution. This includes activity that takes place on ACC sponsored devices, internet networks or digital platforms operated or used by ACC in its operations.

Student complaints pertaining to discrimination under this policy should be directed to the Director of Student Affairs at your campus location, who will direct students to the applicable procedures for the resolution of complaints relating to alleged unlawful discriminatory actions. When applicable, the Complaint/Grievances Procedure will be used to address allegations of discrimination, including harassment, not addressed under Title IX. If the allegation includes violation of the student conduct code, the applicable provisions of the student conduct code and student conduct referral to hearing procedures will be applied.

### Title IX Nondiscrimination Policy and Notice of Nondiscrimination
American Career College (ACC) 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.

ACC's Title IX nondiscrimination statement is provided: on the website under https://americancareercollege.edu/general/safety-security; 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://americancareercollege.edu/general/safety-security

Inquiries about Title IX may be referred to the ACC Title IX Coordinator, Chief Deputy 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, the Chief Deputy 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@americancareercollege.edu / Tel: 949-743-5765

The Chief Deputy Title IX Coordinator is:
Patrick Holt, Community Standards Manager
151 Innovation Dr. Irvine, CA 92617
pholt@americancareercollege.edu / Tel: 949-344-7955 ext. 57955. The Chief Deputy Coordinator is responsible for oversight and guidance on all matters related to Title IX.

The Deputy Title IX Coordinators are:
Mandy DeJong, Senior Compliance Liaison
151 Innovation Dr. Irvine, CA 92617
mdejong@americancareercollege.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@americancareercollege.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@americancareercollege.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.

## Distance Education

American Career College is authorized to deliver distance education coursework in the state of California.

During the enrollment process, students complete the Student Information Form. The Student Information Form contains the students' physical address. A student's physical location will be determined at the time of enrollment through two methods: 1) address on the Student Information Form, and 2) a copy of a government issued identification card. Students are required to notify the College if they have a change in physical address while enrolled at the College. A request for address change is required to be submitted through the student portal within seven (7) calendar days of the address change.

Student's ability to complete their program of study may be adversely impacted if they relocated to a state outside of California.

## College Program and Policy Changes

The College, at its discretion, may make reasonable changes in program content, materials and equipment as it deems necessary in the interest of improving students' educational experience. The College reserves the right to make changes in organizational structure, policy and procedures as circumstances dictate.

When class size and curriculum permit, classes may be combined to provide meaningful instruction and training and contribute to the level of interaction among students. When federal, state, accreditation, or professional policy or standard changes occur the College is required to make appropriate changes and will attempt to minimize the effects of any change on current students.

## Students Seeking Reasonable Accommodations

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) as

amended, the College abides by the regulation that "no otherwise handicapped individual" shall be excluded from participation in the programs and services offered by the College "solely by reason of the handicap." A student is eligible for consideration for accommodations and/or auxiliary aids and services if the student has a disability and the Campus ADA Coordinator has met with the student and determined that the functional limitations of the disability require such accommodation, auxiliary aids and/or services.

The College 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 College. To request an accommodation, auxiliary aids or services, please contact the Campus ADA Coordinator at the campus. Students should submit requests with supporting documentation at least six weeks prior to the beginning of the first day of classes or as soon as practical.

## Ability-to-Benefit Students

American Career College does not accept Ability-to-Benefit students.

## Pregnancy

Pregnancy Advisement for Radiation Exposure Risk and Accommodation

This disclosure is applicable to all educational programs that include exposure to radiation. These programs include, but may not be limited to, Dental Assisting and Radiography.

Radiation protection standards and scientific studies have shown that with proper radiation protection, the student may be safe throughout the term of the pregnancy. The U.S. Nuclear Regulatory Commission (NCRP) is a nongovernmental, not-for-profit, public service organization with status as an educational and scientific body. NCRP published Regulatory Guide 8.13 as a guideline for information to persons who are pregnant and working with radiation. The NCRP guidelines are used in this advisement to provide information and promote safety.

ACC does not discriminate against anyone on the basis of sex, including based on pregnancy or related conditions. Appendix C of the Sex Discrimination and Sex-Based Harassment Policy and procedures provides specific

details related to pregnancy and related conditions and is located on the ACC website. If a student is or becomes pregnant, or is experiencing related conditions, they are entitled to contact the Title IX Coordinator or the designated Deputy Title IX Coordinator to request accommodation.

This information is provided for informational purposes to advise students of the risks associated with prenatal radiation exposure, allow students to make informed decisions and decide on whether they desire to declare their pregnancy or request accommodation.

1.  In accordance with the NCRP guidelines:

    1.  Students are permitted to declare their pregnancy, or not, at any time.

    2.  Students may also withdraw their declaration of pregnancy (undeclare) at any time.

    3.  The declaration of pregnancy is intended to allow for accommodation of lower dose limits for the embryo/fetus.

    4.  The choice whether to declare a pregnancy is completely voluntary.

    5.  Students that declare a pregnancy may continue in the program without any modification to didactic and clinical education course requirements.

2.  A student may voluntarily declare their pregnancy by notifying the Program Director in writing. Making a declaration of pregnancy alone does not change the student's educational program or schedule.

    1.  If the student chooses to voluntarily declare their pregnancy, they will be automatically provided with the following precautionary measures to monitor and limit prenatal exposure as recommended by the NCRP:

        I.   Acc will implement safety measures to prevent the embryo/fetus from receiving more than 500 millirem (5 mSV) during the term of the pregnancy.

        II.  The student will wear an additional radiation dosimeter at waist level under the protective leaded apron shielding.

        III. As in all radiography, the "As Low As Reasonably Achievable (ALARA)" principles will be adhered to throughout the pregnancy.

3.  If the student chooses not to declare a pregnancy, undeclares a pregnancy, or does not request

accommodation, there will be no further action by the Program Director or other school officials.

## Residency Requirement

Residency is defined as coursework completed at the College, not including transfer credit. A minimum of 50 percent of academic credits must be completed in residence. The residency requirement does not apply to students transferring from one ACC campus to another.

Vocational Nursing requires residency of 75 percent. The residency requirement may be waived based upon the acceptance of transfer credit under an approved articulation agreement with another institution.

## Experiential Learning

The College does not grant academic credit for experiential learning. As applicable, previous education and training for all Veterans and eligible persons is evaluated for transfer credit.

## English as a Second Language (ESL) Instruction

Instruction at the College is delivered in English. Students must be able to read, write, speak, understand, and communicate in English on a high school proficiency level. This requirement can be demonstrated by having proof of a high school diploma or its equivalent. Passing the Wonderlic SLE or SLE-Q Entrance Exam with the minimum passing score for the program establishes the necessary level of English language proficiency for the respective program. Please refer to the Entrance Testing Policy section for an outline of the minimum passing scores necessary to demonstrate English language proficiency. The College does not offer English as a Second Language (ESL) instruction.

## Notice Concerning Transferability of Credits and Credentials Earned at American Career College

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at American Career College is at the complete discretion of the institution to which you seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your educational program at American Career College is also at the complete discretion of the institution to which you seek to transfer. If the credits, degree, diploma, or certificate that you earn at American Career College are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution.

For this reason, you should make certain that your attendance at American Career College will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending American Career College to determine if your credits, degree, diploma or certificate will transfer.

## Advanced Placement

The College does not award academic credit for advance placement testing.

## Challenge Credit

The College does not allow for credit to be granted through a challenge exam. This policy is applicable for all programs.

## Credit for Previous Training

### Applicable for Diploma Programs

A student applying for transfer credit in a diploma program must submit official transcripts from an accredited and approved institution to the College, including ACC transcripts, for review at least seven (7) days prior to the start of the program. Copies of course descriptions, college catalogs, and/or course syllabi may be required for evaluation purposes, unless the school is now closed.

The Director of Education, in consultation with the Program Director, will evaluate previous education and training that may be applicable to the program offered at the College. Credit may be given if the education or training was completed at ACC or another institution accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) where courses and credit values are comparable to those offered at American Career College and a letter grade of at least a C or numerical grade of at least 70 percent was achieved. Only official transcripts will be accepted for transfer credit evaluation, and any coursework to be considered for credit must have been completed within five years of the program start date or re-entry date, including coursework completed at ACC.

If official transcripts are not received at least seven (7) days prior to beginning the program, credit will not be awarded for prior coursework. For accepted coursework or training, the student may be required to demonstrate competency in those courses.

The College will conduct an evaluation of previous education and training for all Veterans and eligible persons, grant appropriate credit, shorten the training period proportionately, and notify the Veterans Administration and student accordingly.

Transfer credits are not used in determining grade point averages (GPAs). Credits or clock hours associated with credit for previous training will be counted towards maximum time frame. Recognition of credits earned at another postsecondary institution is limited to no more than 50 percent of the total credits required for completion of a designated program.

### Applicable for Degree Programs

A student applying for transfer credit in a degree program must submit official transcripts from an accredited and approved institution to the College, including ACC transcripts, for review at least seven (7) days prior to the start of the program. Copies of course descriptions, college catalogs, and/or course syllabi may be required for evaluation purposes, unless the school is now closed.

The Director of Education, in consultation with the Program Director, will evaluate previous education and training that may be applicable to the program offered at the College. Credit may be given if the education or training was completed at ACC or another institution accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) where courses and credit values are comparable to those offered at American Career College and the following letter grade was achieved:
*ACC courses are transferrable between the ACC system of schools regardless of grade benchmarks indicated below.

- At least a C or numerical grade of at least 70 percent for general education courses;
- At least a C+ or numerical grade of at least 75 percent for general education courses for the Associate Degree in Nursing program and Physical Therapist Assistant programs;
- A letter grade of at least a B- or numerical grade of

at least 80 percent for the Anatomy & Physiology courses (ANAT105; ANAT200 & ANAT200-L; ANAT205 & ANAT205/L);
- A letter grade of at least a B- or numerical grade of at least 80 percent for all core courses.

Only official transcripts will be accepted for transfer credit evaluation, and any coursework to be considered for credit must have been completed within five years (for general education courses) and three years (for core courses and science courses) of the program start date or re-entry date, including coursework completed at ACC. If official transcripts are not received at least seven (7) days prior to beginning the program, credit will not be awarded for prior coursework. For accepted coursework or training, the student may be required to demonstrate competency in those courses.

The College will conduct an evaluation of previous education and training for all Veterans and eligible persons, grant appropriate credit, shorten the training period proportionately, and notify the Veterans Administration and student accordingly.

Transfer credits are not used in determining grade point averages (GPAs). Credits or clock hours associated with credit for previous training will be counted towards maximum time frame. Recognition of credits earned at another postsecondary institution is limited to no more than 50 percent of the total credits required for completion of a designated program.

### Applicable for Vocational Nursing Programs

A student applying for transfer credit in a Vocational Nursing program must submit official transcripts from an accredited and approved institution to the College, including ACC transcripts, for review at least seven (7) days prior to the start of the program. Copies of course descriptions, college catalogs, and/or course syllabi may be required for evaluation purposes, unless the school is now closed.

The Director of Education, in consultation with the Director of Nursing, will evaluate previous education and training that may be applicable to the program offered at the College. Credit may be given if the education or training was completed at ACC or another institution accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) where courses and credit

values are comparable to those offered at American Career College and <u>a letter grade of at least a C or numerical grade of at least 75 percent</u> was achieved.

Only official transcripts will be accepted for transfer credit evaluation, and any coursework to be considered for credit must have been <u>completed within five years</u> of the program start date or re-entry date, including coursework completed at ACC.

If official transcripts are not received at least seven (7) days prior to beginning the program, credit will not be awarded for prior coursework. For accepted coursework or training, the student may be required to demonstrate competency in those courses.

The College will conduct an evaluation of previous education and training for all Veterans and eligible persons, grant appropriate credit, shorten the training period proportionately, and notify the Veterans Administration and student accordingly.

Transfer credits are not used in determining grade point averages (GPAs). Credits or clock hours associated with credit for previous training will be counted towards maximum time frame. Recognition of credits earned at another postsecondary institution is limited to no more than <u>25 percent of the total hours</u> required for completion of a designated program, except for credits earned at an institution with which the College has an articulation agreement.

### International Transcripts

Transcripts from a country other than the United States must be translated and certified by an agency that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE). Applicants must provide a copy of their transcripts.

## Articulation Agreements

Articulation agreements define courses which are comparable to, or acceptable in lieu of the requirements at the college or university that students are transferring to. Formal articulation agreements assure students that specified coursework completed will transfer and can satisfy general education and/or lower-division course requirements or electives at the transfer institution.

West Coast University (WCU) recognizes that the American Career College (ACC) courses outlined in this agreement align in outcomes and competencies with corresponding WCU courses and are eligible for transfer into equivalent WCU undergraduate programs. ACC students transferring to WCU must satisfy all admissions, transfer credit, and programmatic requirements. For specific programmatic requirements, please refer to nursing leadership.

## Programs Preparing Graduates for a Field Requiring Licensure/Certification

Under California law, the College must take reasonable steps to ensure you are eligible for licensure if you choose a program that prepares you for a field where licensure/certification is required.  There are numerous eligibility requirements for licensure/certification, depending on the field.  Be sure to carefully read these requirements and do further research if you have any concerns about your ability to achieve licensure/certification.  Discuss any concerns with your Admissions Advisor and Program Director.  If you choose to pursue training **despite** the fact that you may not be able to achieve licensure/certification, you must indicate that and sign a release to that effect.

Licensure/certification requirements for other states may vary. Students are responsible for obtaining the most recent application requirements for any state in which they intend to become employed.

### Licensed Vocational Nurses

- Be at least 17 years old; and

- Graduate from an accredited high school or acceptable equivalent (furnish proof); and

- Successfully complete a Board of Vocational Nurse and Psychiatric Technician (BVNPT) approved Vocational Nursing Program. Contact the program director for application forms and instructions; and

- Complete and sign the "Application for Vocational Nurse Licensure" and the "Record of Conviction" form; and

- Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints.

**Note: a license will not be issued until the board receives the background information from DOJ.**

- In order to be licensed in California, applicant must submit an application fee along with the required forms to the BVNPT (visit the BVNPT website for current fee schedule). One of these forms is called a "Record of Conviction."

- Applicants will need to be fingerprinted for the Department of Justice and FBI to process the fingerprint card. Additional information regarding the current fee schedule is available on the BVNPT website.

- You will also receive an application to the National Council of the State Boards of Nursing to take the National Council Licensure Examination for the Vocational Nurses (NCLEX-PN). Please visit the BVNPT website for current information regarding the fee to register by mail. Once you have submitted this form, you will receive an Authorization to Test and the information to take an exam.

- Once you have successfully completed the NCLEX-PN, you will need to submit an application for licensure to the Board of Vocational Nursing with an initial license fee (visit the BVNPT website for current fee schedule).

- Further information on becoming registered may be obtained on the Board of Vocational Nursing and Psychiatric Technicians website, http://www.bvnpt.ca.gov/.

- Graduates must satisfy **all** requirements for certification **at the time** of Application.

### Pharmacy Technicians

1. Be at least 18 years of age at the time of graduation from the Pharmacy Technician Program; and

2. Graduate from an accredited high school or acceptable equivalent; and must be able to produce two official copies of Transcripts. Please see your admissions advisor for what would qualify as acceptable equivalent.

3. Graduate from a Pharmacy Technician Program meeting the California Board of Pharmacy requirements. American Career College meets this requirement.

- Complete the Live Scan Fingerprinting Service. (Live Scan is inkless electronic fingerprinting. The fingerprints are electronically transmitted to the Department of Justice and Federal Bureau of Investigations (DOJ/FBI) for completion of a criminal record check.) The State of California may deny you registration if you have a felony conviction.

- Processing times may vary, depending on when the Board receives documents from schools, 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).

- Applicants must report any convictions or pleas of nolo contendere even if a subsequent order was issued which expunged or dismissed the criminal record under the provisions of section 1203.4 of the Penal Code. Applications may be denied for knowingly falsifying an application pursuant to section 480(c) of the Business and Professions Code.

- You may be denied a license if you have:

  - A medical condition which in any way impairs or limits your ability to practice your profession with reasonable skill and safety without exposing others to significant health or safety risks.

  - Engage, or been engaged in the past two years, in the illegal use of controlled substances.

  - If disciplinary action has ever been taken against your pharmacist license, intern permit or technician license in this state or any other state.

  - Ever had an application for a pharmacist license, intern permit or technician license denied in this state or any other state.

  - Ever had a pharmacy permit, or any professional or vocational license or registration, denied or disciplined by a government authority in this state or any other state

  - Been convicted of any crime in any state, the USA and its territories, military court or foreign country. A conviction within the meaning of this section means a plea or verdict of guilty or a conviction following a plea of nolo contendere. Any action that a board is permitted to take following the establishment of a conviction may be taken when the time for appeal has elapsed, or the judgment of conviction has been affirmed on appeal, or when an order granting probation is made suspending the imposition of a sentence, irrespective of a subsequent order under the provisions of Section 1203.4 of the Penal Code.

  - 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.

- Complete a sealed original NPDB-HIPDB self query-report (This report is governed by the US Department of Health and Human Services and the self-query will indicate if there is a report on you or your practitioner's organization - either for your own interest, at the request of a potential employer, licensor, or insurance provider.) The Board of Pharmacy will likely deny the completion of your registration if you have a pending report.

- More information on the process for becoming registered may be obtained on the California State Board of Pharmacy website, http://www.pharmacy.ca.gov/.

## Physical Therapist Assistant

Students must pass two (2) exams in order to become a Licensed Physical Therapist Assistant in California. Students must first pass the National Physical Therapy Examination (NPTE) in order to take the California Law Examination (CLE).

Requirements by the Federation of the State Boards of Physical Therapy www.fsbpt.org

1. You must be at least 18 years of age.

2. Submit an online registration and pay the registration fee.

3. Have a degree appropriate for the exam level from a CAPTE accredited institution, or

   a. Be within 90 days of graduation from a CAPTE accredited institution; or

   b. Must have an education that is deemed substantially equivalent.

4. Have only tested 3 times out of the last 4 test dates (Maximum attempts in any 12-month period per exam level is 3).

5. Have complied with any test security requests made by FSBPT staff.

6. Have completed any sanctions related to a disciplinary action taken by FSBPT or a jurisdiction licensing authority.

7. Be approved by the licensing authority (board) in the state or jurisdiction where they intend to be licensed.

Further information on the CLE, visit the Physical Therapy Board of California website, www.ptbc.ca.gov

## Occupational Therapy Assistant

To be deemed eligible to sit for the NBCOT certification examination, U.S. candidates must have graduated with an Associate degree in occupational therapy from an accredited institution.

The Certification Eligibility Requirements for the NBCOT are as follows:

• Complete all fieldwork requirements

• Submit an official final college or university transcript that indicates the degree date and title OR an Academic Credential Verification Form (ACVF) within six (6) months of the candidate receiving his/her final degree. The pass/fail status of candidates who submit an ACVF will not be released until NBCOT receives an official final transcript.

• Agree to abide by the NBCOT Practice Standards/Code of Conduct

• Attain a passing score on the NBCOT certification exam

See more at www.nbcot.org/certification-candidates-eligibility

Once a passing score on the NBCOT has been met, students must apply to the Board of Occupational Therapy. See application information at www.bot.ca.gov/applicants/application.shtml

## Radiography

• Be at least 18 years of age at the time of graduation from the Radiography Program; and

• Graduate from an accredited high school or acceptable equivalent (furnish proof). Please see your admissions advisor for what would qualify as an acceptable equivalent.

• Radiography certification candidates must have successfully completed a radiography educational program that is accredited by a mechanism acceptable to the ARRT.

• Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures by completing the Radiography Didactic and Clinical Competency Requirements.

## Registered Nurse License

To practice as an RN in California, you must be licensed by the California State Board of Registered Nursing (BRN). You must meet educational requirements, pass a criminal background check, and pass the national licensing examination.

To apply for licensure:

• Obtain an application package and detailed instructions online at the BRN website or by contacting the BRN.

• Send your application to the BRN at least 6-8 weeks before graduation.

• Have your school send the BRN your transcripts.

• Complete a fingerprint background check.

• Take and pass the National Council Licensing Examination (NCLEX). The exam is computerized and given continuously 6 days a week. (New graduates are advised to take the exam soon after graduation because research has shown that there is a higher success rate for early test takers compared with those who wait several months.)

• Apply for an Interim Permit if you wish to work in a supervised nursing capacity while awaiting the results of your examination.

Further information on becoming licensed may be obtained on the California State Board of Registered Nursing website, www.rn.ca.gov

## Registered Respiratory Therapist

### Therapist Multiple-Choice (TMC) Eligibility Requirements

• Applicants shall be 18 years of age or older.

• Applicants shall be a graduate and have a minimum of an associate degree from a respiratory therapy education program 1) supported or accredited by the Commission on Accreditation for Respiratory Care (CoARC), or 2) accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and graduated on or before November 11, 2009.

### Clinical Simulation Examination Admission Requirements

Applicants shall satisfy ONE of the following requirements:

- Applicants shall be a CRT and have successfully completed the Therapist Written Examination (WRRT) on or before December 31, 2014.

- Applicants shall be a CRT and have successfully completed the Therapist Multiple-Choice Examination (TMC) by achieving the higher cut score on or after January 1, 2015.

Further information on becoming registered may be obtained on the Respiratory Care Board of California website, www.rcb.ca.gov and the National Board for Respiratory Care, www.nbrc.org.
Graduates must satisfy **all** requirements for certification **at the time** of Application.

## State and National Board Examinations

State and national licensing and/or certification and registration examinations or processes are the student's responsibility. The College will provide students with information regarding test dates, locations, and fees whenever possible.  Students should be aware that all test fees, unless stated on the enrollment agreement, are in addition to the tuition paid to the College.  Students who choose to participate in state and national licensing and/or certification or registration examinations or processes are responsible for paying the sponsoring organizations.

Students are responsible for confirming their eligibility for any licensing, certification or registration. Additionally, students are encouraged to understand any changes or additional requirements that may apply to the licensure, certification or registration requirements.

## Optional Licensure/Certification

### Registered Spectacle Lens Dispenser and/or Registered Contact Lens Dispenser

Although it is not required to work as an Optical Technician in California, graduates are eligible for certification.  To obtain certification graduates must pass voluntary certification examinations through the American Board of Opticianry (ABO) and/or the National Contact Lens Examiners (NCLE).

### Certified Medical Assistants

Although it is not required to work as a Medical Assistant in California, graduates of the Medical Assistant program are eligible to take the CMA credential, through the guidelines at American Association of Medical Assistants (AAMA). Graduates of the Medical Assistant program are eligible to take the NCMA credential, through the guidelines at the National Center for Competency Testing (NCCT).

### Certified Surgical Technologists

The Certified Surgical Technologist (CST) exam by the National Board of Surgical Technology and Surgical Assisting (NBSTSA), as well as the exam offered by the National Center for Competency Testing (NCCT), are not required for employment as a Surgical Technologist in California. However, the program requires each student to take an exam administered by a nationally recognized and accredited credentialing agency upon completion of the curriculum and before graduation.

### Pharmacy Technicians

To work as a pharmacy technician in California, graduates must possess and keep current a registration/license as a pharmacy technician.  The Pharmacy Technician Certification Board administers national certification examinations. Certification is voluntary in most states, but is required by some states and employers. California requires Registration only.

### Registered Respiratory Therapists

As of January 1, 2015 the California Board of Respiratory Care requires graduates to have a minimum of a Registered Respiratory Therapist (RRT) credential to work in California. To obtain the RRT credential, graduates are required to take and pass the TMC exam and score in the higher cut score resulting in the CRT credential and then will be eligible to take the CSE exam. Graduates must pass the CSE exam in order to become an RRT in California.

## ACADEMIC INFORMATION AND COLLEGE POLICIES

### Books and Course Materials Policy

Students are required to bring all required textbooks and course materials, as assigned in the syllabus, to all classroom and laboratory sessions.  Students MUST acquire the required textbooks and course materials listed on the course syllabus for each course or module.  The textbook must be acquired by the 7th class day.  Students are not allowed to share textbooks with students who are currently registered in the same course or module.  Failure to acquire (or show proof of purchase) the required textbook before the 8th class day will result in the student being dropped from the course or module.

Students are required to wear their designated uniforms at all times while attending the program.  Students MUST acquire the required uniforms for the program.  Uniforms must be acquired and worn in class by the 2nd class day.

### Grading System

Student progress and performance are evaluated using a letter grade system and corresponding percentage scale, as outlined below. Progress reports are issued at the end of each module for diploma programs and at the conclusion of each term for degree programs. Students also have continuous access to their academic progress through the student portal, allowing them to stay informed about their performance. Grades are determined based on the quality of work completed, as outlined in the module or course syllabus.

### Grading Scale

| ALL PROGRAMS (Except Vocational Nursing, ADN and PTA programs) | | VOCATIONAL NURSING, ADN and PTA programs | | Effect on SAP | | | |
|---|---|---|---|---|---|---|---|
| Letter Code | Description | Letter Code | Description | Included in Credits Earned | Included in Credits Attempted | Included in GPA | Quality Points |
| A | 90-100 | A | 90-100 | Yes | Yes | Yes | 4.00 |
| B | 80-89 | B | 80-89 | Yes | Yes | Yes | 3.00 |
| C | 70-79 | C | 75-79 | Yes | Yes | Yes | 2.00 |
| D | 60-69 (Fail) | D | 70-74 (Fail) | No | Yes | Yes | 0.00 |
| F | 0-59 (Fail) | F | 0-69 (Fail) | No | Yes | Yes | 0.00 |
| I | Incomplete | I | Incomplete | No | Yes | No | N/A |
| Pass | Pass | Pass | Pass | Yes | Yes | No | N/A |
| Fail | Fail | Fail | Fail | No | Yes | No | N/A |
| TC | Transfer Credit | TC | Transfer Credit | Yes | Yes | No | N/A |
| CH | Challenge Credit | CH | Challenge Credit | Yes | Yes | No | N/A |
| W | Withdraw | W | Withdraw | No | Yes | No | N/A |
| AU | Audit | AU | Audit | No | No | No | N/A |
| ** | Repeated Course | ** | Repeated Course | No | Yes | No | N/A |

### Incomplete Grades

At the end of a module or course, student's failure to complete the required class work, clinical hours, assignments and/or tests due to extenuating circumstances may result in an incomplete grade. Students may, with the appropriate  approval, be granted a maximum extension of 14 calendar days (from the last scheduled class day) to complete any course work and/or clinical hours.  An incomplete grade cannot be given as a final grade.  If the final grade results in a failing grade, the module or course must be repeated in its entirety. If the module or course for which the "I" grade was given is a prerequisite, the student will be dropped from the subsequent module or course. Final grade earned will be posted for any "I" grades that are not remediated.

### Withdraw Grades

A student who withdraws after attending any portion of a module or course will receive a grade of "W" or Withdrawal on their transcript.  The "W" grade is a permanent mark with no grade points assigned. "W" grade for the module or course will not be included in the calculation of the CGPA for SAP. Withdrawal credits are counted as attempted, but not earned and will be included in the calculation of the rate of progression in determining SAP.

In the Vocational Nursing and Dental Assisting programs, all withdrawal clock hours are counted as attempted, but not earned and will be included in the calculation of the rate of progression in determining SAP, regardless of the point of withdrawal.

The College does not have a single course withdraw policy.

### Repeated Modules or Courses

Students who do not achieve a letter grade of "C" or better in any course or module are considered to have failed that course or module and must repeat it.  When students repeat a failed course or module, the grade received is used to calculate the cumulative GPA. Both the original and repeat attempts will be counted in rate of progress calculations.  If repeating the course or module is required, the length of the program must not exceed 150 percent of the published program length.  Students may repeat a failed course or module only once.  Students that fail the second attempt of a previously failed course or module will be withdrawn from the College. Additionally, the ability to repeat a course or module is on a "seat availability" basis.  A student's training may be interrupted

if the course or module to be repeated is not available until a later date.

Degree students repeating courses will be charged the per credit cost for each repeated course.

### Satisfactory Academic Progress (SAP) Requirements

Satisfactory Academic Progress (SAP) is defined as the successful progression through an academic program. Every student must maintain satisfactory academic progress in order to remain enrolled at the College, and to remain eligible to receive federal financial aid. For federal financial aid eligibility purposes, for both clock hour and credit hour programs, satisfactory academic progress will be evaluated at the end of each payment period.  Payment periods for clock hour diploma programs are based on successful completion of both clock hours and weeks of instruction. Payment periods for credit hour diploma programs are based on successful completion of both credit units and weeks of instruction.  All associate degree programs are standard-term programs, and each quarter term is a payment period.

All students are expected to meet the minimum standards of SAP required for the program of study. SAP is measured in two ways:

1.  **Qualitative- Cumulative Grade Point Average (CGPA)**

    Students must meet minimum CGPA requirements at specific points throughout the program. Only those credits required in the student's program of study are used in the CGPA calculation.

2.  **Quantitative- Rate of Progress (ROP)**

    A student must maintain the minimum ROP requirements at specific points throughout the program. The rate of progress percentage is calculated by dividing the credits or hours earned by the credits or hours attempted. Only those credits or hours required in the student's program of study, including transfer credits, are used in the ROP calculation.

In order for a student to be considered to be making academic progress, both SAP standards will be reviewed at the end of each grading period, and the student must be progressing in accordance with the tables below.

| STANDARD TERM PROGRAMS (CREDIT) Program Versions: AOS, ADN, MC, VN2025/VNEW2025 | | |
|---|---|---|
| Attempted Credits | ROP | CGPA |
| 0-24 | 50% | 1.0 |
| 25-48 | 60% | 1.5 |
| 49+ | 66.67% | 2.0 |

| DIPLOMA PROGRAMS (CREDIT) | | |
|---|---|---|
| Attempted Credits | ROP | CGPA |
| 0-12 | 50% | 1.0 |
| 13-24 | 60% | 1.5 |
| 25+ | 66.67% | 2.0 |

| VOCATIONAL NURSING PROGRAM (CLOCK) Program Versions: VN2022 & VNEW2022 (1630 hrs.) | | |
|---|---|---|
| Attempted Hours | ROP | CGPA |
| 0 - 382 | 50% | 1.0 |
| 383 - 752 | 60% | 1.5 |
| 753+ | 66.67% | 2.0 |

| VOCATIONAL NURSING PROGRAM (CLOCK) Program Versions: VN2024 &VNEW2024 (1530 hrs.) | | |
|---|---|---|
| Attempted Hours | ROP | CGPA |
| 0 - 322 | 50% | 1.0 |
| 323 - 679 | 60% | 1.5 |
| 680+ | 66.67% | 2.0 |

- **For Diploma Programs,** SAP is run after every module or course, approximately every month **(16 class days).**

- **For Standard Term Programs,** SAP is run after every Term **(10-15 weeks).**

- **For the Vocational Nursing Programs** SAP is run after every Term (**13-24 weeks**).

## Effect of Transfer Credit on SAP

Transfer credit awarded by the College has no effect on CGPA calculations for SAP but does affect the ROP calculation. Transfer Credits are also included in the maximum timeframe calculation.

## Effect of Program Change on SAP

Students who change programs will only have credits and grades that are applicable to the new program (including transfer credits) calculated in SAP and Maximum Timeframe. Any credits that were previously taken that are not part of the student's new program of study will not be used in the calculations.

## SAP Appeal Process

Any student who has been placed on SAP Probation or SAP Dismissal may appeal if special or mitigating circumstances exist. All appeals must be submitted in writing within five (5) calendar days of receiving notification of the dismissal. All appeals must explain the circumstances which affected their academic performance, and how the circumstance has been resolved so it will not have any future effect on the student's Academic Progress. Additional documentation may be required. The decision of the College is final and may not be further appealed.

## Warning and Probation Periods

After each grading period, students' Cumulative Grade Point Average (CGPA) and Rate of Progress (ROP) are calculated. Any student who do not meet Satisfactory Academic Progress (SAP) standards will be notified by email once SAP processing is complete.

- The first grading period in which a student falls below the minimum SAP standards outlined above, the student will be placed on SAP Warning. If the student meets or exceeds the standards the following grading period, the student will be moved to SAP Met. If not, the student will be moved to SAP Probation. Should the student wish to remain in school and receive federal financial aid, the student must successfully complete the appeal process.

- A student that has progressed to SAP Probation will be moved to SAP Met if the student proceeds to meet or exceed the standards the following grading period. If not, the student will be moved to SAP Dismissal and dismissed from school unless the conditions of an academic plan were successfully met.

- A student that has progressed to SAP Dismissal will be moved to SAP Met if the student proceeds to meet or exceed the standards the following grading period. If not, the student will remain on SAP Dismissal and be dismissed from school unless the conditions of an academic plan were successfully met.

Students will be dismissed at the end of any grading period in which it has been determined that it is mathematically impossible for the student to meet the minimum requirements.

While in SAP Warning the student is considered to be making Academic Progress and will remain eligible to receive federal financial aid. While in SAP Probation or SAP Dismissal (with an approved appeal and academic plan) the student is considered to be making Academic Progress and will remain eligible to receive federal financial aid. Students not making Satisfactory Academic Progress are required to participate in any advising and tutoring that are considered to be necessary by the College. Failure to participate may result in Dismissal regardless of CGPA or ROP.

**Maximum Time Frame**

Students are expected to complete their program within 150 percent of the published length of the program (or 1.5 times the number of credits or hours in their program). ROP calculations help ensure that students must complete their programs within the maximum time frame. Maximum Time Frame is calculated at the end of each grading period to determine if the student can successfully complete by the end of their program. Students who exceed the maximum time frame and would like to enroll in a different program must complete the Appeal process.

**Reinstatement**

A student may appeal to return to the College if they were previously dismissed for not meeting SAP. The appeal should include information about the circumstances which affected their academic performance, how the circumstance has been resolved so it will not have any future effect on the student's Academic Progress. The student should also include reasons why they should be readmitted. Many factors will be reviewed when determining whether a student should be readmitted, including academic performance, attendance, life changes, and account balance.

## Student Appeal Process

Students have the right to appeal decisions made and policies enforced by the College. Appeals may be requested based upon the following circumstances:

- Final grades
- Attendance
- Enforcement of College policies resulting in a change in status or disciplinary action

**Appeal of a final grade or attendance:**

- Students disputing a final grade or attendance must first meet with or email the instructor within five business days of the last scheduled class day.
- The student must provide evidence substantiating the request.
- The instructor must review, make a determination, and meet with the student to communicate the decision within three business days.
- The student may appeal the instructor's decision and must email or turn in the hard copy of the appeal to the Program Director within three business days of the instructor's decision.
- The Program Director must review, make a determination, and meet with the student to communicate the decision within three business days.
- The decision of the Program Director is final.

**Appealing enforcement of College policies:**

- Students disputing a decision based on enforcement of College policies resulting in a status change or disciplinary action must appeal in writing within five business days of the decision and submit documentation to the Director of Education.
- An appeal committee will be convened within three business days of receipt of the appeal.
- The appeal committee will review, make a determination, and meet with the student within three business days.
- Prior to the appeal committee's final decision, students may choose to appear to present additional information.
- The decision of the Appeal Committee is final.

## General Graduation Requirements

To be eligible for graduation, a student must:
- Pass all modules or courses
- Complete the program with a CGPA of 2.0 or above
- Complete all required clinical and externship training hours and meet all objectives evidenced by satisfactory evaluations
- Complete the program within maximum time frame allowed

## Program Measurement

The College measures its programs in quarter credits and clock hours, as delineated in the program information. Both methods of measurement are provided to assist in

comparing the program length to other institutions' programs.

**Quarter credits are defined as follows:**

- For lecture classes, one quarter credit is equal to 10 clock hours.

- For laboratory classes, one quarter credit is equal to 20 clock hours.

- For externship or clinical experiences, one quarter credit is equal to 30 clock hours.

**Clock hours are defined as follows:**

- A clock hour is a minimum of 50 minutes in which lectures, demonstrations, and similar class activities are conducted.

## Maximum Students in a Typical Classroom

The number of students in a classroom or laboratory may vary based upon programmatic requirements, number of instructors and instructional assistants assigned to the class.

- Classroom lecture settings range from approximately 20 to 75 students.

- Laboratory settings range from approximately 10 to 25 students.

## Non-Credit, Remedial Coursework

Students enrolled in the College are not offered non-credit or remedial coursework.

## Attendance Policy

The College emphasizes the need for all students to attend classes on a regular and consistent basis. Regular attendance and punctuality will help students develop good habits and attitudes necessary to compete in a highly competitive job market.

Students are encouraged to schedule medical, dental, and personal appointments before or after school hours and should notify the instructor if they plan to be tardy or absent.  Regardless of the reason, a student will be counted as absent or tardy if time in class is missed. All absences will impact attendance requirements.

Students are responsible for understanding the attendance requirements and the impact of any absences on successful completion of a particular module or course and the entire program.

- Attendance is recorded for **all** programs and is tracked by minutes in the scheduled lecture, lab or externship/clinical session. This includes absence from the entire session, late arrival (tardy), and early departure. Students must be present for at least 50% of the daily scheduled class hours to be considered present for the day.
- Students absent for 10% of any module or course will receive a verbal warning.
- Students absent for 20% of any module or course will receive a written warning and verbal advisement.
- Students absent for 30% or more of any module or course will fail that module or course and will be required to repeat the module or course in its entirety.
- Students absent for 14 consecutive calendar days will be dropped from the program.
- Students must complete all required hours for externship modules or clinical courses to meet graduation requirements.
- Students are not permitted to make up absences in the lecture or laboratory portion of their program, with the exception of those enrolled in Vocational Nursing and Dental Assisting programs as required by State regulation.
- Regardless of program, students are responsible for make-up work and assignments.

<u>Note:</u> **Program specific requirements (see below) supersede any general attendance requirements. Refer to your program Student Handbook for additional requirements.**

**Dental Assisting**

- Students are expected to attend all classes and clinical learning experiences. Ultimately, 100% of the clock hour credits must be accounted for, so any absences must be made up in order to pass the current module.

- Students must complete all required hours for externship modules or clinical courses to meet graduation requirements.

- Make-up hours for the Dental Assisting program must be completed on campus during the scheduled module or course. Missed online hours must be made

up through an online assignment on a designated non-online day.

- Students may not make up more than 20 hours in any module.

**Vocational Nursing**

- Students are expected to attend all classes and clinical learning experiences.  Ultimately, 100% of the clock hours must be accounted for to graduate from the program. In addition, students must complete all scheduled course hours to progress to the next term.

- Attendance and punctuality are expected in all classes and clinical sessions.

- Any missed time due to approved mitigating circumstances may not exceed 10% of the respective course (exceeding this threshold may result in failure of the course).

- Refer to the Vocational Nursing Student Handbook for additional information and expectations on the attendance policy.

## Blended Modules/Courses/Programs

Attendance, punctuality, and participation are expected in all classes and learning experiences. Students enrolled in programs offering a blended delivery format should plan to attend all scheduled class sessions:

- **Online attendance** – Online students are subject to the same attendance policy and procedures as traditional on-ground students.  However, in an online modality, participation and attendance must be defined in a different manner.  Each student participating in an online distance education course is expected to actively participate in the course through Academically Related Activities ("ARA"), all of which contribute to the students' overall academic goals. On-ground students taking a blended modality course are subject to both the on-ground and online attendance policies.

  ARAs are used to determine a student's official last date of attendance and corresponding enrollment status at the College. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses.  A student must submit at least one ARA for each online day scheduled for the week. The *online class week* runs for 7 calendar days beginning on the first day of the module or course at 12 AM PST and ends on the 7th day of the module or course at 11:59

PM PST, unless otherwise indicated. The following activities that occur 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.

- Participation in a gradable online discussion with an instructor, such as synchronous lecture, 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 students' coursework or profession, clinical rotations or externship, 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 perspective.

- Create and expand upon comprehensive academic thoughts on the academic topic that are at least 50 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.

Upon submission of an ARA, all assignments and student submissions will be graded/evaluated in Canvas within 72 hours of the ARA due date.

**Establishing Participation & Substantive Interaction for Academic Attendance During and After the Cancellation Period for Online/Distance Education Courses**

During the cancellation period, students are required to establish class participation by logging into each course before the end of the cancellation period and submit a required assignment/test/quiz/paper. Students who log into the course(s) within the cancellation period of the term start date but fail to participate academically will be administratively withdrawn from the course(s).
After the cancellation 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 or module (i.e., regularly submit assignments and continue 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 and do not attend scheduled on-ground class time for 10 consecutive scheduled class days

(excluding holidays and scheduled breaks) will be administratively withdrawn for lack of participation/substantive interaction, resulting in a grade of "W" recorded on the student's academic transcript.

## Make-Up Work Assignments

Students are required to make up all assignments and work missed as a result of absences. Arrangements to take tests and/or quizzes missed because of an absence or tardy can only be made with the Instructor's approval.

Regardless of the completion of make-up work, late or lack of attendance in a scheduled class will be counted as tardy or absent. Hours of make-up work will not be accepted as hours of class attendance. Make-up hours in clock hour programs (DA & VN) must be done on campus or on clinical or externship sites. Clinical and externship hours must be completed at an assigned clinical or externship site, arranged through the Program Director.

Refer to the program handbook for details regarding the make-up policy for program specific requirements.

## Required Outside Preparation and Study Time

Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation will vary by module or course and may take the form of homework assignments, projects, reading and required studying. The amount of time spent for outside preparation will vary according to individual student abilities and complexity of the assignments. Students are responsible for reading all study materials issued by their instructors and must turn in homework assignments at the designated time.

## Externship and Clinical Experiences

Externship and clinical experiences required in some programs enable students to work with patients/clients to apply the competencies and practices learned in the classroom. Students participating in externship and clinical experiences work under the supervision of a qualified assigned preceptor, as determined by College faculty, in participating sites and under the general supervision of College staff. Students are evaluated by supervisory personnel and evaluations are placed in the students' permanent records. Externship and clinical guidelines and requirements for each program may be obtained from the Program Director.

The following applies to all students who are required to complete externship or clinical experiences:

1. Students are expected to meet all host site requirements.

2. Site assignments are determined by the College. Students may be terminated from the program if they refuse the clinical or externship site assignment.

3. Externship and clinical sites are selected to meet the objectives of the program. Students are required to travel to the clinical site. In many cases, this may require travel that is a greater distance than the student's commute to the campus.

4. Site locations within a specified distance from the campus or from a student's home cannot be guaranteed.

5. The College reserves the right to re-assign site assignments and locations as needed to ensure that program requirements are met.

6. Students must arrange and pay for their own transportation to and from their assigned clinical or externship experience, including any parking charges at the host site.

7. Students should expect the hours and days to vary depending on the host site. Shifts on externship or clinical experience can range up to 12 hours, occurring any hour of the day, afternoon, or evening and any day of the week.

8. If students are going to be absent from their clinical or externship site, they are required to notify their designated supervisor and the applicable College staff member.

9. Students must make up all absences that occur during clinical or externship experiences to ensure that the required hours are completed prior to the end of the scheduled period.

10. Students enrolled in a program that requires an externship are expected to immediately begin that portion of their program, upon successful completion of all classroom requirements.

11. Externship students are encouraged and should be prepared to participate in their externship training on a full-time basis (30-40 hours per week).

12. Students are expected to abide by the College's Conduct Policy at all times while on externship or clinical, as well as the policies and procedures of the site.

## Field Trips and Guest Lectures

Field trips to program-related medical clinics, laboratories, hospitals, businesses and manufacturing facilities may be scheduled by the instructor and/or Program Director. The purpose of field trips is to introduce students to the career field in their area of study and to augment classroom instruction. Guest lectures and speakers may be scheduled to reinforce classroom training.

## Leave of Absence

A leave of absence (LOA) may be granted in the case of extenuating circumstances that may require students to interrupt their education. The LOA must be requested by the student and approved by the College, in accordance with the College's LOA policy.

Examples of extenuating circumstances that may qualify a student for LOA include:

- military duty;

- injury or illness of a student that prevents the student from attending school;

- serious injury or illness of a family member that prevents the student from attending school.

- death in the immediate family;

- maternity;

- jury duty; or

- extenuating circumstances as approved by the College's Executive Director.

### Effect of Leave of Absence on Student Financial Aid for Degree Programs

For degree program students, a leave of absence is not considered an official leave of absence under federal Title IV regulations. When a student takes an institutional LOA, the student will be considered ineligible for Title IV purposes. As a result, a return to Title IV calculation will be done and the student will be reported to his or her lender as less than half time enrolled. The time on a LOA will be counted against the six-month grace period for entering repayment on the federal financial aid loans. The student will enter repayment, if the student does not return from leave within six months.

Please note that this is not applicable to military students.

**Leave of Absence Provisions**

- Students must submit a written request for a LOA to the Program Director. The Program Director and Director of Education will review the student's eligibility for a LOA and ensure that all information and documentation has been provided.

- There must be a reasonable expectation that the student will return from the LOA in the period indicated, in order for a LOA to be granted. The student will be informed, in writing, of the decision to grant or deny the request for LOA by the Director of Education.

- Students should know their financial responsibility prior to taking an LOA.

- Students may not exceed 180 calendar days on LOA within a continuous 12-month period (not applicable to military students).

- Students in the VN program, AOS degree programs, and ADN program will not be eligible for LOA during the first term of the program.

- If an LOA occurs anytime during a module or course in progress, students will be required to retake those courses in their entirety. Students will receive a W grade for such module or courses (not applicable to military students).

- Students will not be eligible for any financial aid while on LOA and may be required to complete additional financial aid documents.

- Students who fail to return from LOA on the scheduled date will be dismissed from the program. This may impact a student's loan repayment obligations (not applicable to military students).

- Students making tuition payments to the College remain under that obligation during a LOA.

- If a student who has received Title IV loans fails to return from a LOA, the Federal loan grace period begins retroactively from the date the leave began (see above Effect of Leave of Absence on Student Financial Aid for Degree Programs).

- If students do not return following the LOA period, the College must apply its refund policy in accordance with state and federal guidelines (see above Effect of Leave of Absence on Student Financial Aid for Degree Programs).

- The Department of Veterans Affairs will be notified immediately if a Veterans Affairs student is granted a LOA.

- Class size limitations: the Vocational Nursing program may deny LOA requests in the second term of the program at the discretion of the Director of Nursing and Executive Director (not applicable to military students).

- The College will provide students with a tentative schedule based on the estimated return date. Schedules cannot be guaranteed and students may have to return to a different session depending on course availability.

Required documentation for LOA:

- Military Duty: Student must provide military orders/documentation.

- Serious injury or illness:
    - Student must provide medical documentation or attestation stating the student is unable to attend school and the date upon which the student is expected to return to school.
    - Student must provide medical documentation or attestation stating the student must be available to care for the family member and the date the student is expected to return to school.

- Death in the immediate family: Student must provide documentation such as a death certificate or obituary.

- Maternity: Student must provide medical documentation stating the amount of time required for maternity leave.

- Jury Duty: Students selected to serve on a jury are eligible to request a LOA. Students must provide official court documents stating the time of service required of the student prior to a LOA being granted.

- Extenuating circumstances: Students encountering other extenuating circumstances not listed above may apply for a LOA by providing documentation of the circumstances. The determination of whether these circumstances are appropriate grounds for a LOA are at the discretion of the College.

## Termination Policy

A student is subject to termination for violating any of the following:

- Failure to maintain satisfactory academic progress
- Failure to comply with the College's attendance policy
- Failure to comply with the College's conduct policy
- Failure to meet financial obligations to the College
- Failure to fully comply with program, clinical and/or externship requirements
- Failure of the same course or module twice
- Violation of any of the conditions as set forth and agreed to in the Enrollment Agreement
- Students are expected to complete their program within 150 percent of the published length of the program (or 1.5 times the number of credits or hours in their program). ROP calculations help ensure that students will complete their programs within the maximum time frame.

## Withdrawal from the College

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

## Program Transfers

Students transferring to a completely new program will be dropped from the current program and enrolled into the new program as a new student under the current catalog and new enrollment agreement. Courses completed will be evaluated for transfer credits to the new program.

Transfers between VN (days) and VNEW (evening/weekend) will be charged accordingly.

## Campus Transfers

Students who have started their training at one ACC campus who wish to transfer to another ACC campus to complete the same program must receive clearance from both campuses. The initial approval will be granted by the Program Director and final approval will be granted by the Director of Education.

### Transfers between Los Angeles or Orange County

Transfers between the Los Angeles or Orange County campuses allow the student's financial aid and balances to transfer. Credits attempted and earned at any of these campuses will be considered in measuring the rate of

completion and cumulative GPA for SAP and maximum timeframe.

### Transfer to or from Ontario

Transfers to or from the Ontario campus will require students to meet with admissions, to complete a new enrollment agreement under the current catalog, and to reapply for financial aid for the remainder of the program. Transfer credits will be evaluated on a case-by-case basis. Arrangements to pay outstanding balances existing at the time of transfer must be approved by the Campus Executive Director.

Campus Transfers cannot be guaranteed. Campus Executive Directors will make the final determination. The following factors will be taken into consideration:

- Failing the same course twice
- SAP Status
- Maximum Time Frame
- Misconduct
- Financial Account Standings

## Re-entering Students

In some cases, students wishing to re-enter may be required to appeal for readmission. This appeal must be approved by an appeals committee comprised of faculty and/or staff as deemed appropriate by the College.

Re-entering students may be required to complete competency testing to determine their ability level before being approved for re-entry. Students may be required to repeat previous modules or courses for which they received credit if they cannot demonstrate competency. These repeated modules or courses may not be eligible for Title IV funding. All current and prior coursework will be counted towards the maximum timeframe of the program. The ability to re-enter the College is on a seat and/or clinical availability basis.

### Student Re-entries:

- Students who drop voluntarily and who wish to re-enter may initiate the process with an admissions representative.
- Admissions will coordinate the re-entry process for the student.
- Financial Aid Office will review and approve/deny the re-entry to ensure that any financial aid issues are resolved.

- The Business Office will review and approve/deny to confirm that any payment plans are current or need revision.

- The Director of Education or Program Director, without consultation or approval of an appeals committee, will review and approve the re-entry ensuring:

    o The student has no conduct or behavioral issues which will impede campus operations, security, or externship or clinical placement.

    o There is seat availability to accommodate the student's re-entry into the next module or course.

- The student participates in academic advisement with the Program Director if there are issues with grades or attendance.

- Students in good standing who drop due to scheduling or availability of a course or module or session change need only the signature of the Director of Education to approve the re-entry.

- Vocational Nursing Students admitted as Alternate Students that are cancelled because class capacity has been met may re-start without additional requirements when they are offered a seat in the next available class within one year of time of admission. Beyond one year, an Alternate Student may be required to complete a health examination, background check, and/or drug screening.

# STUDENT SERVICES DEPARTMENT

Student Services Offices at American Career College provide a student-centered, co-curricular environment that enhances the school's academic mission and embodies the belief that learning is not confined solely within traditional classroom boundaries. As a part of the student's experience, through the programs, services, and interactions provided by the Student Services offices, students are encouraged to be better citizens, dynamic leaders, and individuals who are guided by integrity. Our partnerships with students, faculty, staff, and alumni will assist in developing and transforming students within a safe and healthy campus environment. As professionals, we are committed to constantly improving our knowledge and skills to provide our students with an optimum and praise-worthy environment. Any questions regarding transportation, childcare, professional counseling services, community volunteering, or any other concerns while attending College are available in our department.

## Orientation

All new students attend a college information orientation session prior to the first day of class. Each program provides a program-specific orientation session hosted by the Program Director or other program representative.  Students will be informed of the date and time of the scheduled orientation during the enrollment process.

## Housing

The College does not have dormitory facilities under its control, and 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 $1200 - $1800/month.

## Parking

The Los Angeles campus has two parking options available to students:

- Street parking is available near and around the College.

- Daytime parking is available in a parking lot that is located 2 blocks from the College at New Hampshire Ave. and Clinton Ave. Evening parking is available in the building's garage for a fee.

The Orange County campus has free daily parking available around the campus and facility expansion buildings.

The Ontario campus has free daily parking available around the campus.

## Graduation Ceremony

Graduation ceremonies recognize the efforts of the College's graduates.  Upon successful completion of their programs, graduates are encouraged to attend a graduation ceremony. Graduates who choose to participate in the ceremony are required to pay a graduation fee for their cap and gown. Graduates must also be in financial good standing with the College to attend the ceremony.

# CAREER SERVICES DEPARTMENT

The Career Services Department is a vital part of the student's educational program.  Although employment cannot be guaranteed, the purpose of the department is to actively assist students and graduates in obtaining desirable employment.  The Career Services Department assists students and graduates in a broad range of career planning and advising including: interviewing skills and follow-up; developing job opportunities through leads and networking; the full hiring cycle starting with resumes and job applications; and professional attire workshops.

Students and graduates are strongly encouraged to take advantage of every opportunity to work with the Career Services Department to sharpen their interviewing and presentation skills.  Successful employment assistance is dependent upon a mutual, dedicated effort by both the graduate and the Career Services Department.  Graduates are also encouraged to aggressively seek employment opportunities on their own, keep records of their contacts, and inform their Career Services Specialist of these efforts.

Employment assistance services are available to all students who successfully complete the requirements for graduation in their program. Employment opportunities may be limited for anyone who has a criminal background.

Employment assistance is available to American Career College graduates on an ongoing basis as long as you remain in the health care field and we provide such services.

## Career Services Graduate Assistance Policies

- To be eligible for Career Services assistance, a graduate must have legal working status in the United States.
- The Career Services Department will make every effort to refer graduates to employers within a reasonable driving distance from their homes. However, employment opportunities may not always coincide with the graduate's neighborhood.
- Graduates must call the Career Services Department each week to check on job openings. Graduates are encouraged to begin researching potential employers and extern sponsors several months prior to completing their training. Students must call the Career Services Department after every interview.
- When graduates arrive at a job interview, they need to be prepared for what they will say and how they will respond to questions. Men and women must both be dressed professionally and should have well-groomed and neat-looking hair. Students are encouraged to work with the Career Services Department to develop interviewing and professional skills. Graduates who engage in rude or unprofessional behavior toward employers may forfeit the right to future career services.
- Graduates must arrive promptly for interviews. Graduates must call the employer and the Career Services Department at least 4 hours prior to an interview being canceled or rescheduled.
- The success of the student and the Career Services Department is dependent upon the mutual efforts of both. Graduates are expected to aggressively seek employment opportunities on their own, keep records of their contacts, and inform the Career Services Department of these efforts.
- American Career College's mission is to provide adult learners with the skills and technical knowledge needed for initial employment in entry-level positions. American Career College cannot guarantee a job to anyone. The college does not represent or guarantee compensation levels to anyone. Salary levels disclosed are based on historical graduate employment data.
- Placement opportunities FOR ALL PROGRAMS may be limited for anyone who has a criminal background.

# STUDENT POLICIES AND PROCEDURES

## Dress Code

Students are expected to maintain a neat, clean appearance at all times during their training, both on campus and at Externship and Clinical Sites.

Because a variety of equipment is used during training, certain items of clothing, such as shorts and open shoes, may not be worn for obvious safety reasons.

Students are required to wear their designated uniforms at all times while attending the program.

**Note**: *Individual programs may enforce a more stringent dress code policy. Please refer to the respective Student Handbook or syllabi for any specific program requirements.*

## Advising/Tutoring Assistance

Faculty and staff are committed to assisting students with academic advising and tutoring, when needed. Students are strongly encouraged to meet with their instructors to discuss any academic concerns.

The College provides tutoring assistance for students experiencing academic difficulties, and such students may be required to participate in skill reinforcement sessions outside of regularly scheduled class time.  Instructors make every effort to identify students in need of assistance.  Students, however, are urged to take the initiative to seek out-of-class help and to discuss their difficulties with their instructors or Program Director.

## Graduate Refresher Courses

The College offers its graduates skill refresher courses. Courses or modules may be audited at no additional charge, subject to space and equipment availability.  The cost of any books, supplies, and/or parking will be the responsibility of the graduate. Upon requesting a refresher course, graduates will meet with the Program Director for an assessment of the graduate's specific needs. In order to audit the course, the graduate must have graduated from the College within the previous 12 months.

## Academic Honor Code

ACC students are expected to uphold the College's Academic Honor Code during their time at American Career College. Although the Academic Honor Code represents the institutional policy for students to conduct themselves professionally in an academic learning environment and clinical settings, it reflects the same expectations and standards for future healthcare workers within their respective fields.

When students are enrolled in classes at ACC, residential or online, they are expected to complete and submit original work as assigned by the instructor(s). Original work stems from students' own ideas, thoughts, and perspectives; however, it is encouraged for students to include proper citations from credible sources to support their reasoning. Students are also expected to conduct themselves with integrity while taking quizzes or exams, residential or online.

Academic dishonesty takes place whenever a student undermines the academic integrity of the College by utilizing cheating to gain an advantage on assignments, exams, or projects. Allegations of academic dishonesty by any student will be thoroughly examined and reviewed by faculty and College administrator. Thus, there are two primary categories of academic dishonesty: Student Misconduct and Plagiarism.

### Student Misconduct

- Using unauthorized materials such as books, notes, cell phones, personal digital assistance (PDA) accessories (e.g., tablet, smartwatch, smartphone, laptop), or "cheat" sheets to answer examination questions.

- Taking advantage of information considered unauthorized by an instructor regarding examination questions.

- Copying another student's homework, written assignments, examination answers, electronic media, or other data.

- Assisting or allowing someone else to cheat.

- Failing or refusing to report a cheating incident to an instructor or college administrator.

- Committing fraud by falsifying grades, attendance reports, or official records.

- Changing or falsifying examination responses post hoc, laboratory data, or research.

- Submitting academic work for any class assignment, discussion, or exam that has been purchased from an external source.

- Submitting work created for another module or course without the instructor's approval.

- Misrepresenting oneself or one's circumstance to gain an unfair advantage.

- Collaborating with another person(s) on schoolwork without the instructor's approval.

- Selling or offering term papers, coursework, or assignments to other students.

- Use of AI-generated content without evaluation of the risks of biases, copyright, misinformation, legal issues, factual inaccuracies, and other potential issues of AI-generated content.

### Plagiarism

- Representing the ideas, expressions, or materials of another without references providing credit.

- Paraphrasing or condensing ideas from another person's work without proper citation.

- Failing to document direct quotations and paraphrases with proper citation.

### Improper Use of Artificial Intelligence

- Submitting an assignment written in part or in its entirety by AI, such as ChatGPT, or similar tool.

- Use of AI-generated content without citing the source properly.

The act of violating any part of the Academic Honor Code will be reported to the College's administration for review. Individual reports will also be evaluated in the context of potential patterns of dishonesty. Faculty will work with a college administrator to determine the student's outcome, based on the findings from the violation. The potential consequences for students include, but not limited to, the following:

1. No credit given for the assignment

2. Failure of the module or course

3. Suspension or expulsion from the College

4. Diploma or degree rescinded

Academic dishonesty jeopardizes the quality of education provided and depreciates the genuine achievements of others. Therefore, it is recommended that students review the Academic Honor Code for a clear understanding of the expectations. Students are encouraged to speak with their instructors or college administrators if they have questions. For information regarding proper citations in APA format, please visit the ACC Library Webpage.

## American Career College Ethics Reporting Hotline

If a student witnesses violations of any College policy, the College asks that the violation be reported immediately. Students who feel uncomfortable talking to the Campus Executive Director or Campus Dean should follow the process outlined in the Student Grievance Policy. If the student prefers to make a confidential report, the Ethics Reporting Hotline is available anytime. Call 1-800-448-1681 or go online to: https://www.integrity-helpline.com/accwcu.jsp.

## Conduct Policy

American Career College (ACC) is dedicated to the belief that all students have the right to succeed and reach their full potential. To meet this challenge in postsecondary education, ACC's mission is to provide adult learners with the skills and technical knowledge needed for initial employment in allied healthcare entry-level positions.

ACC recognizes that its responsibility for the protection of personal and institutional rights and property is a primary focus of the disciplinary process. Behavior on campus that infringes upon rights, safety or privileges, or that impedes the educational process, is unacceptable and may lead to sanctions up to and including dismissal from the school. Courteous behavior and professional conduct, appropriate to a business environment, is to be displayed at all times while on campus and school-sponsored events.

This Code of Conduct applies to all students, including those applying for admission. ACC has authority over student conduct that occurs on college property or in connection with official college programs or functions whether on or off college property. All students are expected to respect the rights of others and are held accountable for conforming to the conduct policy outlined here, as well as the laws of the federal, local, and state governments. Students are expected to conduct

themselves in a manner consistent with the best interests of ACC and of the student body.

ACC's administration reserves the right to develop any policy or take any action(s) deemed appropriate to maintain the safety and well-being of any or all students. Student conduct offenses may be related to persons, property, campus operations, and welfare, and the health or safety of students, faculty and staff while on campus.

ACC reserves the right to discipline and/or dismiss a student, visitor, or employee for any of the following reasons:

- Failure to comply with the policies and procedures of ACC;

- Disruptive behavior (continued willful noncompliance, willful and persistent profanity or vulgarity, open and/or persistent defiance of authority, and/or persistent disrespect of personnel or students);

- Posing a danger to the health or welfare of students or other members of the campus community;

- Theft, on campus;

- Any form of assault on campus property;

- State and Federal drug law violations; electronic or social media violations on campus property; or

- Possession of firearms on campus property.

The list of examples is not intended to be all-inclusive, and ACC reserves the right to act in the best interest of the students, faculty, and staff and may deem actions committed by a student to be a conduct violation, although the action does not appear on a list of examples.

Violation of the conduct policy is grounds for suspension of privileges, up to and including dismissal from the Institution. The Campus Executive Director reserves the right to take any action(s) deemed appropriate to ensure the immediate safety and well-being of any or all students, faculty, and staff.

Students are encouraged to share personal experiences while participating in classes at ACC. However, students must be aware that should they disclose to any ACC faculty members or staff information that may cause harm to themselves or others, faculty members and staff are required to report such information to the Program Director, Director of Education, or Campus Executive Director.

Every student is subject to federal and state law and respective county and city ordinances. A student who is convicted of any criminal offense which interferes with the orderly operation of the school or which the administration feels would endanger members of the ACC community shall be subject to disciplinary action.

Infringements of the Student Code of Conduct are handled by the ACC Program Director, Director of Education, and Campus Executive Director. Students have the right to request further review in accordance with the school's "Student Complaint & Grievance Policy" as outlined in this catalog.

## Student Code of Conduct Offenses

### Conduct Offenses Related to Persons

An offense related to a person is committed when a student is on campus or at a school-sponsored event and:

1. Intentionally or knowingly and without authority or consent limits or restricts the freedom of a person to move about in a lawful manner.

2. Threatens (by any means), intimidates or uses physical or sexual force in a manner that endangers the health or safety of another person or which reasonably causes another person to be fearful of physical or emotional harm.

3. Intentionally harasses another person. Harassment includes, but is not limited to, impeding another persistently or wronging or bothering another persistently.

4. Engages in any activity related to other persons which is prohibited by law or court order.

### Conduct Offenses Related to Property

An offense related to property is committed when a student is on campus or a school-sponsored event and:

1. Knowingly and without consent or authorization possesses, removes, uses, misappropriates, or sells the property or services of another person or of ACC.

2. Intentionally or negligently damages or destroys property owned or in the possession of another person or of ACC.

3. Obtains the property of another person by misrepresentation or deceptive means.

4. Enters or uses the facilities or property of another person or ACC without consent or authorization.

5. Commits a computer-related offense, including, but not limited to, use of an ACC computer to access sexually explicit images of persons and/or children.

**Conduct Offenses Related to Academic Integrity**

An offense related to academic integrity is committed when a student intentionally or knowingly violates the Academic Honor Code (https://americancareercollege.edu/catalog/current/student-policies-and-procedures/academic-honor-code/academic-honor). Examples of violating the AHC include but are not limited to:

1. egregious, intentional plagiarism of another person's or entity's work or material

2. intentional misuse of AI

3. knowingly cheating on exams, quizzes, homework, or other assignments

4. purchasing or selling exams, essays, or other assignments

### Conduct Offenses Related to the Operation of ACC

An offense related to the operation of ACC is committed when a student:

1. Engages in illegal, obscene or indecent conduct on ACC property, affiliated sites, or at ACC-sponsored events.

2. Forges, alters, possesses, duplicates, or uses documents, records, keys or identification without consent or the authorization of appropriate ACC officials.

3. Fails without just cause to comply with the lawful order of an ACC official acting in the performance of his/her duties and authority.

4. Engages in solicitation in or on ACC property or involving the use of campus property unless such solicitation is approved by appropriate ACC officials.

5. Operation of any audio or video recording device without prior approval.

6. Intentionally acts to impair, interfere with, or obstruct the orderly conduct, processes, and functions of ACC.

### Conduct Offenses Related to Welfare, Health or Safety

An offense related to welfare, health or safety is committed when a student:

1. Uses, possesses, or manufactures, without ACC authorization, firearms, explosives, weapons, unregistered fireworks, illegal chemical or biological agents or other dangerous articles or substances injurious to persons or property.

2. Falsely reports a fire, activates emergency warning equipment, or communicates false information regarding the existence of explosives or hazardous materials on ACC property.

3. Abuses, removes, or damages fire and safety equipment or fails to vacate a building or facility when a fire alarm is activated.

4. Intentionally mishandling or misuse of lab equipment, which may lead to bodily injury.

5. Fails to leave a building, streets, walks, driveways or other facilities of ACC when directed to do so by an official of the campus.

6. Uses, possesses, distributes, sells, purchases or is under the influence of alcohol, narcotics, hallucinogens, dangerous drugs, or controlled substances

### Anti-Hazing Policy

In accordance with federal and state regulations, hazing is prohibited in any form and is inconsistent with the values of our institution. This policy is designed to comply with the Federal Stop Campus Hazing Act, as well as applicable state laws, to prevent, address, and educate the campus community on the dangers of hazing.

Hazing is any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons), against another person or persons regardless of the willingness of such other person or persons to participate, which is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization  of physical or psychological injury.  Planning, soliciting or aiding in any act of hazing is also a violation of this policy. The following list of activities contains examples that qualify under the definition of hazing, and is not intended to be an exhaustive list:

- Whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
- Causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements,

confinement in a small space, extreme calisthenics, or other similar activity;

- Causing, coercing, or otherwise inducing another person to perform sexual acts;
- Any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
- Any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
- Any activity that includes, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law.

A student organization is defined as an organization at ACC, such as a club, society, association, or student government, in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

This policy applies to all members of the ACC community. Hazing, as defined in this policy, is prohibited in all forms. The consent of a participant is not a defense to hazing. Acts of hazing that violate this policy may also constitute criminal offenses under applicable state law. State specific hazing laws where ACC campuses are located are provided here:
California Education Code Ch 5.1 Section 66308
Texas Education Code Ch. 51 Sec. 936

**Reporting, Investigation and Sanctions**
Any member of the ACC community who witnesses or experiences hazing should report it immediately to:
- Student Services Office on your campus
- Community Standards Manager (Email: pHolt@americancareercollege.edu)
- Reporting through the campus reporting portal (with option for anonymous reporting): ACC Hazing Reporting Form

ACC will investigate all reports of hazing in accordance with the same process outlined in the Student Complaint Procedure. Any reports of alleged hazing activity involving associates or faculty will be directed to Human Resources for investigation. Retaliation against individuals who report hazing is strictly prohibited and subject to disciplinary action.

Individuals and organizations found responsible for hazing may face:
- Disciplinary action (e.g., suspension, expulsion, loss of organization recognition)
- Legal consequences (e.g., criminal prosecution, civil lawsuits)
- Educational sanctions (e.g., mandated training, community service)

ACC is committed to educating the campus community about hazing education and prevention. Primary prevention training will be provided to the community. Educational materials and resources are available from the Community Standards Manager and Office of Student Services.

Campus Hazing Transparency Report: The first report will be available on December 1, 2025. This report is updated every six months. Additional information on hazing incidents is also provided in the Annual Security Report on the institution's website.

**Note:** *Programs may have specific conduct policies, and violation of those specific conduct policies may result in disciplinary action. Please refer to the program's Student Handbook for any specific policies.*

## Sexual Harassment/Violence Prevention

Sexual harassment of students or applicants in any form is unacceptable conduct that will not be tolerated. Sexual harassment includes:
1. Unwelcome sexual advances, requests for sexual favor, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
   A. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic advancement.
   B. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such an individual.
   C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.
   D. Sexual Exploitation. When a person takes advantage of another without that individual's consent for the initiator's own advantage or benefit or to benefit or advantage anyone other than the one being exploited, and that behavior

does not otherwise constitute one of the other sexual misconduct offenses.

2. Sexual and Interpersonal Violence; includes, but not limited to

   A. Non-consensual Sexual Contact. Kissing or touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity

   B. Non-consensual Sexual Intercourse. Penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.

   C. Incest. Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

   D. Statutory Rape. Sexual intercourse with a person who is under the statutory age of consent.

   E. Domestic Violence. A felony or misdemeanor crime of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person cohabitating with or who has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

   F. Dating Violence. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

   G. Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress. For the purposes of this definition, a "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Cases that meet the Title IX definition or criteria for sexual harassment, including allegations of sexual and interpersonal violence, will be addressed using the Title IX Policy. All other cases of sexual misconduct will be managed under this policy. Determinations on which policy will be utilized will be made by the Title IX Coordinator.

No student or applicant of the College shall threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's application, enrollment, grades or educational experience.

Any student or applicant who feels that he or she is a victim of sexual harassment by any student, applicant, faculty member or other College employee should bring the matter to the attention of the Title IX Coordinator and Title IX Administrators as specified in the Title IX Policy. Any questions about this policy or potential sexual harassment should also be brought to the attention of the above College officials.

The College will promptly investigate all allegations of sexual harassment in as confidential a manner as possible and take appropriate corrective action, if warranted.

## Students Rights and Responsibilities

Students, as well as guests, are expected to conduct themselves in a manner aligned with the *Codes,* reflecting

the ideals, values, and educational aims of the College at all times. Including, but not limited to, upholding the rights and freedom of others, respect for others, and safety for the overall ACC community. The student is responsible for knowing the *Codes* and policies of ACC. The following lists include information about the student rights and responsibilities as related to the Student Conduct Process.

## Student Respondent Rights

A. Students have the right to be notified of the allegations and process.
B. Students have the right to review the Codes and Student Conduct processes.
C. Students have the right to waive any of these rights. Waivers must be submitted in writing.
D. At the time of the hearing, students have the right to have reasonable access to related materials pertaining to said allegations.
E. Students have the right to respond, in writing, to said allegations. All submissions must be received at least one business (1) day prior to the hearing.
F. Students have the right to remain silent.
G. Students have the right to provide materials and witnesses pertaining to said allegations.
H. Students have the right to request a support person to be present. Support persons are at the expense of the student. Support persons are not permitted to speak to the Conduct Committee or at the hearing. Support person or persons are individuals who are not involved in the incident. Attorneys are not permitted at the hearings nor are they permitted as a support person except for cases involving any of the conduct under Title IX policy.
I. Students have the right to be notified of the appeals process.

Extraordinary circumstances that necessitate an adjustment of the process may also include an adjustment of the student's rights.

### Student Responsibilities
(this list is not considered to be exhaustive)

A. Students must conduct themselves during the process in a manner aligned with the *Codes*.
B. During the process, all statements must be honest and complete.
C. Students are responsible for attending all meetings, hearings, and conferences in a timely manner.
D. Students are responsible for preparing and submitting their responses; including but not limited to the responses of their witnesses.
E. Students must comply with all sanctions within the manner and timeframe imposed.

### Student Complainant Rights

A. The right to be given a written notification of rights and options, including information about the importance of preserving evidence.
B. The right to report or not report the alleged incident to the Institution, law enforcement or both, including information about the survivor's right to privacy and which reporting methods are confidential;
C. The right to request and receive assistance from campus authorities in notifying law enforcement;
D. The right to request and receive assistance in obtaining and enforcing a campus-issued order of protection or no contact order;
E. The right to speak to and receive assistance from on and off campus resources and other organizations that provide support and services to victims and survivors;
F. The right to written notification and assistance from the Institution regarding local health and mental health services, counseling, advocacy services, legal assistance, financial aid services and immigration/visa assistance;
G. The right to written notification about options for, available assistance in, and how to request changes to academic, living, transportation and working situations or protective measures. The institution must make such accommodations or provide such protective measures if the victim requests them and if they are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.
H. The right to protective measures implemented by the institution including, but not limited to, no contact orders, class schedule modification, and security escorts.
I. The Institution will protect the confidentiality of victims and other necessary parties including supportive measures and in Clery Act reporting.

J.   Contact information for all of the people and organizations listed herein.

K.   The right to a fair, impartial, proceeding that begins promptly and is completed within reasonably prompt timeframes;

L.   The right to a resolution process that is consistent with the Institution's policies, transparent to the complainant and respondent, and provides timely and equal access to the accuser, the accused and appropriate officials any information that will be used during the disciplinary hearing.

M.   The right not to be retaliated against for filing a formal complaint and/or for participating in an informal or formal resolution process.

# 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 educational records within 45 days of the day the College receives a request for access. Students should submit to the Campus Registrar written requests that identify the record(s) they wish to inspect. The College 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 College's option. A charge will be assessed to the student for such copies.

A student has the right to request the amendment of his/her educational records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the College 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 College decides not to amend the record as requested by the student, the College 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.

The College 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

*   Photos

*   Major Field of Study

*   Dates of Attendance

*   Participation in officially recognized activities and sports

*   Most Recent School 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)

**Note:** a student's social security number can never be considered Directory Information.

A student may opt out of Directory Information disclosure by submitting a written request to the Registrar within 80 days of the student's start of classes.

The 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.

Generally, schools must have written permission from the student in order to release any personally identifiable information from a student's education record. However, FERPA allows schools 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;

- Authorized representatives with a legitimate educational interest, as defined;

- Other schools to which a student is transferring or has already 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 your record could be disclosed by one of the parties listed above, to another authorized representative with a legitimate educational interest. For example, your 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.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College 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 College 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 available from the College includes:

- Procedures for the inspection and review of records
- Procedures for requesting amendment of records
- Other related procedures

## Student/Employee Fraternization

Employees of the College are prohibited, under any circumstances, to date or engage in any fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have consented to such conduct. Further, employees may not entertain students or socialize with students outside of the College environment. Similarly, any action or comment by an employee which invites romantic or sexual involvement with a student is considered highly unethical, in violation of College policy, and may result in disciplinary action by the College.

Inappropriate employee behavior includes, but is not limited to: flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (via phone, e-mail, letters, notes, text messaging, social networks, etc.) unrelated to course work or official College matters; giving or accepting rides; giving or offering housing; selling or buying anything even of nominal value; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.

We also expect that our students will behave in a professional manner towards faculty and staff and will follow the same guidelines as are presented here for employees.  If a student witnesses or hears of a College employee's participation in an inappropriate relationship with a student, we ask that the incident be reported to the Campus Executive Director, Campus Dean or the Ethics Hotline immediately.

## Student Complaint Procedure

ACC is committed to resolving all student concerns timely and thoroughly. Most concerns can be resolved at level 1.

Students with concerns should follow the steps below:
- Level 1: Contact the instructor.
- Level 2: Contact the specific program leadership if unresolved with the response or satisfactory resolution from level 1.
- Level 3: Contact the Campus Director of Education if unresolved with the response or satisfactory resolution from level 2. The student will need to compose a complaint letter that includes all items listed under the guidelines for writing a complaint and submit it to their specific program leadership.
- Level 4: Contact the Campus Executive Director if

unresolved with the response or satisfactory resolution from level 3.
- Level 5: Contact the College Director, Student Services at ACCFeedback@americancareercollege.edu if unresolved with the response or satisfactory resolution from level 4.
- Level 6: Contact the Co-President, Academics of American Career College if unresolved with the response or satisfactory resolution from level 5.

### Guidelines for Writing a Complaint

1. Compose a Letter. The complainant shall explain the situation completely and accurately in a well-written document that:
   a. Outlines the situation.
   b. States their position as to why the complaint needs to escalate.
   c. Requests the desired outcome or solution.

### Checklist for Submitting a Complaint

- Student name
- Date of filing the complaint.
- Program (For example: MA, DA, VN, PTA, RAD, etc.).
- The department or individual the complaint is lodged against.
- Location, date, and time the alleged incident(s) occurred.
- Full names of all witnesses (First and last names, middle initial if available).
- Reason or basis for complaint:
  - List the policy or procedure or standard that was allegedly violated.
  - Why is the action or behavior an alleged violation (description of the specific action or behavior that occurred).
- Resolution or remedy being sought.

2. Be thorough. Please remember that the complaint documentation stating your position and desired outcome is a key component used to evaluate the situation, along with feedback from witness(es) or person(s) with direct knowledge, Program Directors, faculty, and administration.
3. Include any and all supporting documentation that will help clearly state and support your position.
4. Have questions? Please email ACC Feedback at ACCFeedback@americancareercollege.edu.

### Additional College Complaints and Concerns:

If a student does not feel that the College has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Bureau of Health Education Schools (ABHES). All complaints considered by ABHES must be in written form, with permission from the complainant(s) for ABHES to forward a copy of the complaint to the College for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by ABHES.

Please direct all inquiries to:
**Accrediting Bureau of Health Education Schools**
6116 Executive Blvd. Suite 730
North Bethesda, MD 20852
(301) 291-7550

A student or any member of the public may file a complaint about this institution with Bureau for Private Postsecondary Education by calling 888.370.7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site, www.bppe.ca.gov.

Complaints may also be directed to:
**Bureau for Private Postsecondary Education**
P.O. Box 980818
West Sacramento, CA 95798
(888) 370-7589, press 3

## No Weapons Policy

ACC is committed to maintaining a safe and secure environment.

ACC policy prohibits all persons who enter the College property from possession, use, manufacturing, distributing, sales, etc. of any firearm, knives, explosives of any kind, TASERs, or other weapons capable of threatening or producing bodily harm, regardless of whether the person is licensed to carry the weapon or not; with the exception of authorized law enforcement officials, contracted security personnel, and ACC associates specifically authorized to carry weapons for security purposes. Anyone found in violation of ACC's policies shall be subject to disciplinary policies and procedures applicable to students, academic and staff personnel, and/or criminal prosecution by the appropriate jurisdiction.

Individuals should immediately report weapons violations to the Global Security Operations Center (GSOC) at the campus or by dialing (855) 955-9911 or call 911 if they feel an immediate threat of bodily harm. It is important to

provide a description and location of the individual carrying the weapon. Contracted security partners have and will continue to investigate any threat to the safety of ACC students and staff.

## Drug and Alcohol Abuse Prevention

American Career College (the "College") is committed to providing a campus community environment that promotes the health, safety, and academic success of students, and personal development of faculty and staff.  The Drug Free Schools and Communities Act, [20.U.S.C. 1145g, (34 CFR Part 86)], requires institutions of higher education to enact policies for preventing the unlawful possession, use, or distribution of alcohol and illicit drugs by students and employees.

The College will strictly enforce federal, state, and local laws, as well as its own alcohol and drug policies and procedures which support these laws. It is the responsibility of every member of the College to know the risks associated with the use and abuse of alcohol and other drugs and to assist the College in creating an environment which promotes health-enhancing attitudes and activities.

American Career College adheres to the following prohibitions regarding drugs and alcohol:

1.  Use, possession, sale, distribution and/or production of narcotic or other controlled substances (including marijuana), or acting as an accessory, liaison, or facilitator for any of the above, except as expressly permitted by law.  The possession or use of marijuana, even with a medical recommendation or medical license, is prohibited on College property in compliance with Federal law.  Any drugs and/or paraphernalia found to be in a student's possession, or assigned area will be considered to be in the possession of the student whether or not the student is the individual who purchased or furnished the drugs, paraphernalia, or handmade drug use device.  Confiscated paraphernalia will not be returned to students at any time.

2.  Illegal or improper use of prescription or over-the-counter medicines.  All prescription medicines must be kept in their original bottle and must have the prescription from the doctor noted on the bottle.  Prescription medicines found without their prescription attached will be confiscated until such time that the prescription can be produced.  All prescription medications must be prescribed to the person in possession of the medication.

3.  Possession of drug paraphernalia, including but not limited to: water pipes, scales, needles, clips, rolling papers, bongs etc., or any device that may be associated with drug use, regardless of whether it is purchased or handmade, even if used as props for filming.

4.  Use of a legal substance in an improper manner (e.g., ingesting a cleaning chemical, inhaling other chemical substances for the purpose of intoxication).

5.  Providing drugs with the intent of taking advantage of another.

The possession or use of drugs or alcohol is strictly forbidden on College premises or during any activities conducted off-campus. Faculty and student peers have an obligation to act on concerns regarding alcohol or drug abuse or dependency when encountered by a student. Students who need counseling assistance for drug or alcohol dependency should contact the Campus Executive Director or Director of Education, or Program Director for referrals. All referrals will be kept confidential. Information on drug abuse prevention is available at the College for all students and employees.

The primary goal of students at the College is to achieve academic excellence. Use of alcohol and other drugs will not be tolerated. Also, irresponsible use of alcohol by persons of legal age will not be excused.

All students, faculty and staff will adhere to the following guidelines:

1.  At no time will the College allow possession, use, and/or distribution of an illegal drug.

2.  Students, employees, and guests must adhere to federal, state and local laws and regulations.

3.  The College will impose disciplinary action against students and employees for violating these standards of conduct, which may include suspension, termination of employment, or completion of a drug or alcohol rehabilitation program.

4.  Brochures are available in the Student Services Office and the Human Resources Department.

5.  Information on Drug Awareness programs, counseling, treatment, and other related services are available through: The Center for Drug Abuse Treatment and Referral Hotline: 1-800-662-HELP

6. Students and employees seeking assistance in overcoming drug or alcohol related problems are encouraged to contact this organization.

The following guidelines describe the actions that may be taken when students are suspected of violating drug or alcohol policies:

1. Faculty are obligated to take immediate action if a student involved in a College program is suspected, based on inappropriate conduct, physical symptoms, or other indicators, of being under the influence of drugs or alcohol.

2. Faculty or peers who suspect a student of alcohol or drug use/dependency (based on a pattern of behavior consistent with impairment) will document specific behaviors or confirmed evidence of such impairment. This documentation will be submitted in writing to the Campus Executive Director/Director of Education who will determine the action to be taken. If the Campus Executive Director/Director of Education and involved faculty feel the evidence is compelling and indicates violation of drug and alcohol policies, the student will be confronted with the concerns and evidence. The Campus Executive Director/Director of Education and involved faculty will decide what type of follow-up is indicated, based on the outcome of this conference.

3. If reasonable suspicion of alcohol or drug use occurs in the classroom or clinical setting, the student will be immediately removed from that setting. The faculty member will discuss the concerns with the student. If reasonable suspicion still exists, the Campus Executive Director (or Director of Education in his/her absence) will be informed and will determine what actions need to be taken. Screening for drugs or alcohol will be required. The student will have to give consent for such testing and authorization for results to be made available to the College.

## Fair Practice Standards for Clinical Work Agreements and Externship Experiences

Clinical and externship experiences are critical and invaluable portions of the College's educational programs. Clinical and externship experiences are an integral part of students' education. To ensure that students get the maximum educational value and benefit from their clinical and externship experiences, the following policies are in effect for all programs:

1. Students are not to be paid for any of the activities they perform during their clinical and externship experiences.

2. Clinical and externship sites hosting the College's students are not to reduce their personnel as a result of the partnership to provide experiences for our students.

3. A preceptor is to be present at all times during all of the procedures in which students are actively involved.*

4. Students are allowed to procure gainful employment outside of their scheduled clinical or externship hours. If a student is an employee of the host site, hours worked as an employee do not count toward clinical or externship required experience hours.**

*Program specific requirements for degree programs may differ based on clinical and externship experience.

** The expectations of externship and clinical experiences are full-time and outside employment is highly discouraged during those experiences.

## Student Record Retention

The College will maintain student records for each student, whether or not the student completes the educational program, for a period ending five years after the date of the student's graduation, withdrawal, or termination (with the exception of students who cancel their program).  Student transcripts will be maintained indefinitely. The student records shall be retrievable by student name and shall contain all of the following applicable information:

- Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the College;

- Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;

- Copies of all tests given to the student before admission; records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation;

- A transcript showing all of the classes and courses or other educational services that were completed or

were attempted but not completed and grades or evaluations given to the student;

- A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;

- A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;

- A document specifying the amount of a refund, including the amount refunded for tuition and the amount for equipment, the method of calculating the refund, the date the refund was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;

- Copies of any official advisory notices or warnings regarding the student's progress; and

- Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint.

- The College shall maintain records of student attendance.

## Student Identity Documentation Policy

All students are required to verify their identity by submitting a copy of a signed, unexpired, government-issued photo identification to the Financial Aid Office no later than their first day of attendance. This policy applies to all students, whether or not the student applies for financial assistance. The College reserves the right to request original or additional identity documents, at the College'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.

## Cell Phone Policy

Students shall:

1. Turn off cell phones/IPods/PDA/PC communication or entertainment devices during theory classes, laboratory classes and clinical practice. These devices may be used only at break times in the following areas of the school grounds: student lounge, restroom, or outside the building. In the clinical/externship setting, students must comply with the ACC cell phone use policy. If an emergency arises, have the family call the school and the student will be immediately notified.

   a. If a cell phone or other personal electronic device is used in class or clinical, a deficiency will be written.

   b. If there is a second occurrence, the student will be placed on probation for failure to follow policy.

   c. If there is a third occurrence, the student may be terminated from the program.

2. **Prohibit the use of taping and/or video recording on an electronic device without the consent of the individual/(s) being recorded**. It is illegal for any person, including students, to use an electronic device to record what is happening in the classroom and on campus without the consent of the individual/(s) involved.

   Failure to abide by these cell phone policies may result in probation or dismissal from the program.

## Student Health Insurance

Students are informed about their responsibility to have health insurance. Clinical/externship sites may require that students have health insurance prior to beginning their clinical/externship rotation. It is the students' responsibility to maintain their health insurance and provide documentation to the College if requested by the clinical/externship site.

# FINANCIAL INFORMATION

The College believes that the cost of education is primarily the responsibility of students and their families. A staff of well-qualified financial aid officers is available to all students to assist in financial advising and applying for aid through financial assistance programs.

## Program Tuition and Fees

Tuition and fees are subject to change. The schedule of total charges for a period of attendance and the estimated schedule of total charges for the entire educational program are below:

**Diploma Programs**

| Program | Total Charges for the Current Period of Attendance | App. Fee (Non-Refundable) (Due Upon Enrollment) [1] | Student Tuition Recovery Fund (Non-Refundable) [4] | Estimated Total Tuition Cost | Estimated Total Fees [2] | Estimated Total Books and Supplies [3] | Estimated Total Charges for the Entire Educational Program [5] |
|---|---|---|---|---|---|---|---|
| Dental Assisting | $21,727 | $20 | $0 | $18,850 | $1,940 | $937 | $21,747 |
| Medical Assistant | $21,910 | $20 | $0 | $18,850 | $1,940 | $1,120 | $21,930 |
| Medical Billing | $16,850 | $0 | $0 | $14,500 | $1,000 | $1,350 | $16,850 |
| Medical Coding | $14,353 | $0 | $0 | $12,340 | $1,000 | $1,013 | $14,353 |
| Optical Technician | $21,090 | $20 | $0 | $18,850 | $1,320 | $920 | $21,110 |
| Pharmacy Technician | $21,751 | $20 | $0 | $18,850 | $1,840 | $1,061 | $21,771 |
| Vocational Nursing | $27,293 | $60 | $0 | $38,350 | $4,550 | $951 | $43,911 |
| Vocational Nursing (Standard Term Program) | $14,031 | $60 | $0 | $38,350 | $4,551 | $1,050 | $44,011 |

**Degree Programs**

| Program | Total Charges for the Current Period of Attendance | Application Fee (Non-Refundable) (Due Upon Enrollment) [1] | Student Tuition Recovery Fund (Non-Refundable) [4] | Estimated Total Tuition Cost | Estimated Total Fees [2] | Estimated Total for Books and Supplies [3] | Estimated Total Charges for the Entire Educational Program [5] |
|---|---|---|---|---|---|---|---|
| Associate of Occupational Science Degree Occupational Therapy Assistant | $9,645 | $60 | $0 | $59,330 | $2,990 | $2,330 | $64,710 |
| Associate of Occupational Science Degree Physical Therapist Assistant | $8,927 | $60 | $0 | $59,850 | $2,990 | $2,430 | $65,330 |
| Associate of Occupational Science Degree in Radiography | $8,464 | $60 | $0 | $77,950 | $2,750 | $2,250 | $83,010 |
| Associate of Occupational Science Degree in Respiratory Therapy | $8,727 | $60 | $0 | $51,400 | $2,730 | $1,878 | $56,068 |
| Associate of Occupational Science Degree in Surgical Technology | $6,386.67 | $60 | $0 | $40,200 | $2,270 | $2,280 | $44,810 |
| Associate of Science Degree in Nursing [6] | $9,887 | $60 | $0 | $78,552 | $9,500 | $1,605 | $89,717 |

[1] *All diploma program students, with the exception of Vocational Nursing, must pay a $20 nonrefundable application fee upon enrollment. Vocational Nursing students and all Associate degree program students must pay a $60 nonrefundable application fee upon enrollment. The following scenarios require that students pay a new, non-refundable application fee: students that have withdrawn from a program and been away from school for more than 180 days and would like to continue in the same program, students that have withdrawn from one program and would like to enroll in a different program, and students that transfer to a different ACC campus.*

[2] *Fees vary by program and include items such as customized uniforms, classroom consumables, administrative and technology fees. Fees also cover campus safety resources supporting training activities, acquisition and maintenance of security systems including but not limited to security cameras, access control and emergency broadcast systems. For clinical and degree programs, it also includes fees associated with health and background screenings, test preparation, examinations, licensure and certification.*

[3] *Includes books, laptop computer, digital or electronic course materials, and other supplies for which students have the right to opt out and purchase from other sources. ACC is able to offer these books and supplies, including digital or electronic course materials to students below competitive market rates. Opting out does not require the school to provide you with an alternative delivery method and you will be responsible for obtaining all required course materials. Students that choose to obtain or purchase books and supplies from other sources must do so by the 7th day of class. If the course material is not available from any other source but the institution, students will not be able to opt out of those required books and supplies. ADN program fees = ATI fee in 1st term of $3,685, Othe Program fees of $390 and Clinical Fees of $775 in terms 2 -8.*

[4] ***Effective April 1, 2022, we will start collecting the Student Tuition Recovery Fund at the rate of two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges for students with a first payment scheduled after April 1, 2022.***

*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) 574-8900 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.*

[5] *Total program cost does not include transportation costs to and from externship or clinical sites. This cost is the student's responsibility. The schedule of total charges for a period of attendance and the estimated schedule of total charges for the entire educational program are listed above.*

[6] *Nursing Core courses (identified with course code beginning NURS) are billed at a rate of $1,128 per credit. General Education and the following science courses are billed at $300 per credit:  ANAT111, PHYS111, MICR112, and PHARM113.*

## Cost of Attendance

The purpose of the Cost of Attendance (COA) is to provide students and families with an estimated cost to attend American Career College. The COA includes both direct and indirect cost estimates. Direct costs are paid directly to American Career College and are listed in the table above. Indirect costs are not paid to American Career College and are estimates students may use to budget expenses they may incur while attending school. While actual indirect costs may vary, American Career College estimates these amounts based on the number of months in an academic year and whether students will live with parents or off campus. The tables below list an estimate of indirect costs for each program.

**Dental Assisting**

| Dental Assisting (9 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 3,213 | 10,701 |
| Transportation | 2,178 | 2,178 |
| Personal Expenses | 6,939 | 6,939 |

**Medical Assistant**

| Medical Assistant (9 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 3,213 | 10,701 |
| Transportation | 2,178 | 2,178 |
| Personal Expenses | 6,939 | 6,939 |

**Medical Billing Online**

| Medical Billing Online (7 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 3,213 | 10,701 |
| Transportation | 2,178 | 2,178 |
| Personal Expenses | 6,939 | 6,939 |

**Medical Coding Online**

| Medical Coding Online (7 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |

**Optical Technician**

| Optical Technician (9 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 3,213 | 10,701 |
| Transportation | 2,178 | 2,178 |
| Personal Expenses | 6,939 | 6,939 |

**Pharmacy Technician**

| Pharmacy Technician  (9 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 3,213 | 10,701 |
| Transportation | 2,178 | 2,178 |
| Personal Expenses | 6,939 | 6,939 |

**Vocational Nursing**

| Vocational Nursing Academic **Year 1** (8 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 2,856 | 9,512 |
| Transportation | 1,936 | 1,936 |
| Personal Expenses | 6,168 | 6,168 |
| Vocational Nursing  Academic **Year 2** (5 months) | with parents | not with parents |
| Food & Housing | 2,142 | 7,134 |
| Transportation | 1,452 | 1,452 |
| Personal Expenses | 4,626 | 4,626 |

**Vocational Nursing (Standard Term Program)**

| Vocational Nursing Standard Term Program Academic **Year 1** (7 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| Vocational Nursing Standard Term Program Academic **Year 2** (5 months) | with parents | not with parents |
| Food & Housing | 1,785 | 5,945 |
| Transportation | 1,210 | 1,210 |
| Personal Expenses | 3,855 | 3,855 |

**Vocational Nursing Evening & Weekend**

| Vocational Nursing Evening & Weekend Academic **Year 1** (12 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 4,284 | 14,268 |
| Transportation | 2,904 | 2,904 |
| Personal Expenses | 9,252 | 9,252 |
| Vocational Nursing Evening & Weekend Academic **Year 2** (9 months) | with parents | not with parents |
| Food & Housing | 3,213 | 10,701 |
| Transportation | 2,178 | 2,178 |
| Personal Expenses | 6,939 | 6,939 |

**Vocational Nursing Evening & Weekend (Standard Term Program)**

| Vocational Nursing Evening & Weekend Standard Term Program Academic **Year 1** (11 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 3,927 | 13,079 |
| Transportation | 2,662 | 2,662 |
| Personal Expenses | 8,481 | 8,481 |
| Vocational Nursing Evening & Weekend Standard Term Program Academic **Year 2** (7 months) | with parents | not with parents |
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |

**AOS Occupational Therapy Assistant**

| AOS Occupational Therapy Assistant Academic **Year 1** (7 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Occupational Therapy Assistant Academic **Year 2** (7 months) | with parents | not with parents |
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Occupational Therapy Assistant Academic **Year 3** (5 months) | with parents | not with parents |
| Food & Housing | 1,785 | 5,945 |
| Transportation | 1,210 | 1,210 |
| Personal Expenses | 3,855 | 3,855 |

**AOS Physical Therapy Assistant**

| AOS Physical Therapy Assistant Academic **Year 1** (7 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Physical Therapy Assistant Academic **Year 2** (7 months) | with parents | not with parents |
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Physical Therapy Assistant Academic **Year 3** (5 months) | with parents | not with parents |
| Food & Housing | 1,785 | 5,945 |
| Transportation | 1,210 | 1,210 |
| Personal Expenses | 3,855 | 3,855 |

**AOS Radiography**

| AOS Radiography Academic **Year 1** (7 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Radiography Academic **Year 2** (7 months) | with parents | not with parents |
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Radiography Academic **Year 3** (7 months) | with parents | not with parents |
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Radiography Academic **Year 4** (3 months) | with parents | not with parents |
| Food & Housing | 1,071 | 3,567 |
| Transportation | 726 | 726 |
| Personal Expenses | 2,313 | 2,313 |

Published: July 1, 2025

**AOS Respiratory Therapy**

| AOS Respiratory Therapy Academic **Year 1** (7 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Respiratory Therapy Academic **Year 2** (7 months) | with parents | not with parents |
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Respiratory Therapy Academic **Year 3** (5 months) | with parents | not with parents |
| Food & Housing | 1,785 | 5,945 |
| Transportation | 1,210 | 1,210 |
| Personal Expenses | 3,855 | 3,855 |

**AOS Surgical Technology**

| AOS Surgical Technology Academic **Year 1** (7 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Surgical Technology Academic **Year 2** (7 months) | with parents | not with parents |
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| AOS Surgical Technology Academic **Year 3** (5 months) | with parents | not with parents |
| Food & Housing | 1,785 | 5,945 |
| Transportation | 1,210 | 1,210 |
| Personal Expenses | 3,855 | 3,855 |

**Associate of Science Degree in Nursing**

| Associate of Science Degree in Nursing Academic **Year 1** (7 months) | with parents | not with parents |
|---|---|---|
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| Associate of Science Degree in Nursing Academic **Year 2** (7 months) | with parents | not with parents |
| Food & Housing | 2,499 | 8,323 |
| Transportation | 1,694 | 1,694 |
| Personal Expenses | 5,397 | 5,397 |
| Associate of Science Degree in Nursing Academic **Year 3** (5 months) | with parents | not with parents |
| Food & Housing | 1,785 | 5,945 |
| Transportation | 1,210 | 1,210 |
| Personal Expenses | 3,855 | 3,855 |

## Tuition Payment

Tuition for the first enrollment period of the program selected is due by the first day of each module or term unless alternative arrangements are made with the Financial Aid Department.

Payment may be made with cash, check, credit card, or money order made payable to American Career College. Students are encouraged to make payments electronically on our secure student payment portal (http://www.tuitionoptions.com). Students may also make payments by visiting the Business Office on campus to make a payment in person. Additionally, check payments may be mailed to the respective campus and may take up to two (2) weeks for processing. Checks that are returned for non-sufficient funds will be assessed a $15 processing fee. If tuition payments by check are returned more than once for non-sufficient funds during the term of the enrollment agreement, all future payments must be paid in cash or by money order. Credit card payments may take up to three (3) business days to post to student account and student will be asked to sign an authorization form.

### Processing Payments

Two systems are used to process payments depending on the purpose of the payment. Anthology is used to process payments such as application fee, down payment or term payments. CLA is used to process payments such as a tuition payment (tuition options) and miscellaneous fees (e.g., student would like to purchase an additional uniform).
Once the payment has been processed through Anthology or CLA, the system will generate a receipt that will be provided to the student. In exceptional situations, a written receipt may be given. A student receipt is required each time a payment is processed.

### ACC VA Tuition Payment Policy

### Veterans Entitled to Educational Assistance under Chapter 31 and Chapter 33

American Career College 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.

ACC 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:** 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 or enrollment period 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.

### ACC Military Deployment Accommodation Policy

A student at American Career College who is a member of the military and who is ordered to federal or state active duty, or called to unit training assembly or annual training, regardless of the length of duty or training, and who presents verification of active duty/reserve component training, will be provided the following accommodations:

- The student may drop or withdraw from courses, with refund, even after published deadlines; or

- Receive a grade of incomplete and, upon release from active duty/reservist training, complete the course in accordance with ACC's completion of incomplete courses guidelines; or

- Continue and complete the course for credit. If the student elects to withdraw from ACC, they have a right to be readmitted and reenrolled at the College within one year after release from active

duty/reservist training without paying a new application fee; or

- Request a leave of absence in accordance with ACC's Leave of Absence policy.

## Past Due Account

Students become past due on their account after their first missed payment period. The Campus Business Office communicates with students that have past due accounts on a weekly basis. Communication may include, but is not limited to: phone calls, emails, text messages, paper notifications delivered by their instructor, or notification via regular mail. Communication regarding past due accounts may be initiated by Tuition Options.

Students who fail to make prompt payments, issue personal checks which are returned by banks, or fail to make a good-faith effort to keep their account current and in good-standing, may be subject to late fees and College disciplinary action.

For students that wish to re-enter or restart their program of study, and are delinquent on their current payment plan, a good faith payment of 50% of their past due balance on their current payment plan is required.  Additional criteria may be required if the student is 60 days or more delinquent on their current payment plan.  Students who have been dismissed for non-payment of tuition will not be re-admitted, or be allowed to re-start until all delinquent tuition payments have been paid in full.

## Financial Appeal Process

Students who have been notified that they will be suspended from attending classes, or will be dismissed from college for failing to make prompt payments, may elect to appeal this decision.  Students wishing to appeal suspension or dismissal due to financial responsibility will need to complete a Financial Responsibility Disciplinary Action Appeal form and provide supporting documentation to support their appeal. Examples of adequate documentation include, but are not limited to, letter from former employer regarding layoff or termination, letter from physician or medical facility documenting illness or injury, letter from a counseling professional, and/or unemployment benefits statement. A Financial Responsibility Committee consisting of the campus Executive Director, Vice President of Financial Aid,

and Director of Education or Program Director, will review the appeal and supporting documentation and inform the student of their decision within 72 hours of receipt of the Financial Responsibility Disciplinary Action Appeal Form. The decision of the committee will be final.

## Financial Assistance

The College offers students several options for payment of tuition. All students are encouraged to apply for federal and state financial aid funding if unable to meet educational costs on their own. The College participates in several types of Title IV programs, most of which are based on financial need.

Students seeking financial assistance must first complete the Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/. If you don't already have an FSA ID, apply for one online at https://studentaid.gov/ so that you can e-sign your FAFSA. The College's Financial Aid Officer uses the information from the FAFSA to determine students' eligibility and assists them in deciding what resources are best suited to their circumstances. Students must meet all eligibility requirements to qualify for Federal Student Aid. The Financial Aid Office will provide the student with an estimated offer letter based on the information provided on the FAFSA. Additional documentation may be required to support the student's request for financial assistance if the FAFSA is selected for verification. Final offer letters are made available to students on the ACC secured student portal each academic year at https://myportal.americancareercollege.edu/secure/student/loginstu.aspx. Renewal of financial aid is not automatic. Recipients are required to reapply each year by the announced deadline.

Federal and state grants and loans will be disbursed onto 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 PLUS loan), or in some cases refunded back to the respective lender. Students may elect to have excess funds retained on their account until the end of the aid year or loan period, at their discretion. Federal Work Study earnings will be paid directly to the student via check on a biweekly basis for actual hours worked.

Students who obtain a loan to pay for their education will be responsible for repayment of 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.

## Financial Aid Unit of Credit

Students may be awarded financial assistance, if eligible, based on the number of financial aid credit units they will earn. For non-degree programs, the U.S. Department of Education requires that students earn one financial aid credit unit for each 20 clock hours of instruction. For degree programs, the units are based on total academic credits in the program. Students may obtain additional information regarding financial aid credit units from the Financial Aid Office on campus.

## Financial Aid Eligibility Requirements

Federal Title IV aid programs that the College participates in includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Iraq and Afghanistan Service Grants, Federal Work Study, and the William D. Ford Direct Loan programs (subsidized, unsubsidized, and PLUS).

To be eligible for financial aid, a student must:
- Demonstrate financial need (for most programs);
- Be a citizen of the United States or an eligible permanent resident;
- Be enrolled in an eligible program;
- Have a valid social security number;
- Maintain satisfactory academic progress toward graduation;
- Be a high school graduate or the equivalent or have established eligibility via the passage of a nationally recognized Ability-To-Benefit test prior to July 1, 2012;
- Not be in default on a financial aid loan nor owe a refund to a financial aid grant received at any postsecondary college or institution;
- Have completed U.S. Selective Service requirements, if applicable.
- Sign the certification on the FAFSA that he/she will use federal student aid funds only for educational purposes.

In addition, please note the following program-specific requirements:
- Students must be enrolled on at least a half-time basis to receive funds under the Federal Direct Student Loan Program.
- 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.
- Students enrolled in diploma programs are considered to be enrolled on a full-time basis.  Enrollment status for degree students is based on attempted credits each term, as noted in the following table:

| DEGREE PROGRAMS | |
| --- | --- |
| **Status** | **Credits** |
| Full-Time | 12 or more credits |
| 3/4 Time | 9-11 credits |
| 1/2 Time | 6-8 credits |
| Less than 1/2 Time | Less than 6 credits |

For more details about federal student aid eligibility requirements, log on to the Department of Educations' information page at StudentAid.gov/eligibility.

## Financial Aid Programs Available at ACC

### California State Aid Programs
### Cal Grant Program

Cal Grant B and C are grant programs administered by the State of California and are available to eligible student who have applied before the March 2nd deadline. In addition to federal student aid requirements, students must be California residents and attend a qualified institution at least half-time. Student eligibility must be approved by the California Student Aid Commission.  Grants are based on funds available from the State and do not have to be repaid.  All Cal Grant payments are credited to the student's account to cover tuition, fees, and supplies.  However, a student may request direct payment of his or her Cal Grant B access funds up to the date the fund transaction actually occurs.

### Chafee Grant Program
The California Chafee Grant for Foster Youth is a grant program administered by the State of California.  To qualify, student must be a current or former foster youth;

not have reached your 22nd birthday as of July 1 of the award year; have documented financial need, be enrolled at least half-time; enroll in a qualified program of at least one academic year in length, and maintain satisfactory academic progress. The court must have established your dependency when you were between the ages of 16 and 18. The California Department of Social Services will verify your foster youth eligibility status.  Chafee Grant payments will be credited to the student's account to cover tuition, fees, and supplies.  Excess Chafee Grant funds may be used to pay for child care, rent, or transportation while attending school.

### 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 formula that is revised and approved every year by the federal government.  Unlike loans, grants do not have to be paid back. A student can receive a Federal Pell Grant for no more than six academic years.

### Federal Iraq and Afghanistan Service Grant

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

### Federal 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 available funds and do not have to be repaid.  Need is determined by the financial resources of the student's family and the cost of attending school.

### 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 and work related to your 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 awarded FWS funds; however, students must contact the Business Office to apply to and be hired for a specific job opportunity in order to receive funds.

### William D. Ford Federal Direct Loan Program

Under the Federal Direct Loan (FDL) program the College certifies eligibility for each loan, and sends the loan details to the U.S. Department of Education.  Loan proceeds are disbursed to the College 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.

Eligible students will be awarded estimated student loan amounts based on FAFSA submission and the standard need-analysis formula.  Students must complete and submit a Master Promissory Note (MPN) to the Department of Education before loans will be processed.  First time loan borrowers must also complete student loan entrance counseling prior to funds being disbursed.  Both the MPN and loan counseling are available online at www.studentaid.gov.

### Subsidized 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, and up to $4,500 for the second academic year if in a degree or VN program, at a fixed interest rate which is established annually by the U.S. Department of Education. Current interest rates can be found at https://studentaid.gov.  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 College workload. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time College workload.  First-time borrowers may not receive this type of loan for more than 150 percent of the length of their program of study; U.S. Department of Education may stop paying interest if student who received Direct Subsidized Loans for maximum period continues enrollment.

### Unsubsidized 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, and up to $10,500 for the second academic year if enrolled in a degree or VN program, as a combined total with the Federal Direct Subsidized loan.  Students enrolled in a degree program of more than two academic years in length may borrow up to $10,500 each subsequent year as a combined total with the

Federal Direct Subsidized 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, and up to $6,500 for their second academic year if enrolled in a degree or VN program. Independent students enrolled in a degree program of more than two academic years in length may borrow up to $10,500 each subsequent year as a combined total with the Federal Direct Subsidized Loan.  Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at https://studentaid.gov. With the exception of demonstrating financial need and undergraduate status, borrowers must meet all eligibility criteria of the Federal Subsidized Direct loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload.

**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.  Interest rates are fixed and established annually by the U.S. Department of Education.  Current interest rates can be found at https://studentaid.gov.  Repayment begins immediately after the loan is fully disbursed.

**Veterans' Education Benefits**
American Career College programs (except Vocational Nursing in Orange County and Los Angeles) are approved for training of Veterans and eligible persons under the provisions of Title 38, United States Code. Students interested in Veterans' Education Benefits should contact the Financial Aid Department. Veterans who are unsure of their eligibility should contact the Veterans Administration. The Financial Aid Director at each campus serves as the primary Certifying Official, and submits Enrollment Certifications to the DVA for each module of a diploma program or each term for a degree program. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits.

**Private Loans**
Private loans are available to students through various lending institutions to help pay educational expenses. Private loans, which are not insured by the federal government, have repayment terms that vary depending on the lender from which you borrow. American Career College 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.

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

Most lenders expect you to have a qualified co-borrower before they will approve the loan.  Interest rates and repayment terms vary between private lenders.  American Career College 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 ACC students is available at http://www.elmselect.com/, along with terms and conditions for each private lender.

## American Career College Scholarships & Grants

Scholarships and grants are other types of aid that can help students cover the cost of their education. Unlike student loans, grants and scholarships do not have to be repaid. American Career College offers a limited number of institutional scholarships for students who qualify. Unless otherwise noted, all ACC scholarships and grants are applied proportionately each payment period toward tuition and fees.  Funds are limited and not all who apply will receive an award.  There is no cash value for institutional awards.  Students who receive an award but withdraw prior to completion of their academic degree programs will forfeit future disbursements.  Disbursements will be reduced proportionately for any term in which a student enrolled in a degree program attempts less than 12 credits. Unless otherwise noted, ACC students are limited to one scholarship or grant award per enrollment.

**ACC AltaMed HRSA Workforce Diversity Matching Grant**
This grant opportunity is offered to qualified applicants who are selected for a $5,000 HRSA Workforce Diversity Grant by AltaMed Health Services. This $5,000 matching grant will be awarded to students selected by AltaMed Health Services for the HRSA Workforce Diversity Grant.

ACC will be notified by AltaMed Health Services of the recipient(s) of the HRSA Workforce Diversity Grant and will award the recipient(s) the ACC AltaMed HRSA Workforce Diversity Matching Grant. The amount of the matching grant is $5,000. The grant has the following eligibility requirements:

1. Student must complete the AltaMed selection process.
2. Student must be at least 18 years of age.
3. Student must have a high school diploma or equivalent.
4. Student must interview with the ACC Nursing Education Team.
5. Student must take an entrance exam before admission and must pass the Wonderlic SLE or SLE-Q exam.
6. Student must score 75% or higher on HESI exam.
7. Student must have a 2.5 GPA in previous college education.

If you qualify for this grant, the amount will be disbursed proportionately each payment period as a tuition reduction. If you withdraw from the program before completing, the unused portion of the grant will be lost.

### ACC Dream Act Scholarship
ACC Dream Act Scholarships are offered to applicants who are not eligible for federal financial aid because they are neither U.S. Citizens nor eligible non-citizens, and who have been approved by the USCIS for deferred action, as evidenced by Form I-797. To qualify for the scholarship, students must present the USCIS Approval Notice, along with a copy of their valid work permit. Scholarship amounts vary, and are determined by committee taking into consideration program of study, availability of funds, and an original personal statement, written by the applicant.

### ACC High School Medical Academy Grant
This grant opportunity is offered to qualified applicants who have graduated from a California High School in which they completed courses or programs that contain specific medical training as listed in the requirements below. The amount of the grant will be $2,000.

Eligibility Requirements:

1. You must be a first-time applicant to American Career College.
2. You must be a California High School graduate.

3. You must have completed one of the following courses or programs while in High School: CTE - Career Technical Education, Medical Academy, Medical Magnet, CNA/MA, or ROP - Regional Occupational Program.
4. Submit this application form, High School transcript, and a one-page essay, minimum of 250 words, explaining how these grant funds will assist you with completing your education and how you will use your education to benefit your community.

Recipients will be selected by a committee selected by the ACC Director of Community Outreach based on applicant's high school academic history and the strength of their essay.

If you qualify for this grant, the amount of the grant will be applied to your student account as a tuition and program fees reduction. The grant will be applied proportionately each term or payment period, and may be pro-rated for less than full time enrollment.

If you withdraw from the program before completing, the unused portion of the grant will be lost.

This grant may not be used in conjunction with any other American Career College grants or scholarships, and does not apply to students already receiving a tuition discount based on a state or county sponsored re-training program.

This grant will not be re-instated if you withdraw and re-enroll at ACC.

Funds are limited and this grant may not be available when you apply.

### Clinical Affiliates Scholarship
This scholarship opportunity is offered to qualified applicants who are either currently employed at one of our active Clinical Affiliates, or who have an immediate family member employed by one of our active Clinical Affiliates and who seek to prepare for a career in health care by enrolling at American Career College.

The maximum scholarship amount is $4,000 for degree and VN programs, and $2,000 for all other diploma programs.

In order to qualify, you must meet all admissions requirements of the program, and the following additional requirements:

1. You must be a first-time applicant to American Career College.
2. You must be employed by one of American Career College's active Clinical Affiliates, or be an immediate

family member of one of American Career College's active Clinical Affiliates. For the purpose of this scholarship, immediate family members include spouse/domestic partner, or child.

3. You must indicate your employment relationship with an active Clinical Affiliate at the time of application to the school, and present a business card from the employee of the Clinical Affiliate prior to your first packaging appointment with the campus financial aid office.

4. You must have a recommendation from the ACC Director of Clinical Services for the academic program to which you are applying, as evidenced by their signature on the scholarship application form.

5. Students enrolled in ACC's RAD, OTA, PTA, or ADN degree programs do not qualify for this scholarship unless an exception is approved by American Career College's Co-President, Operations.

**Mark Minsky Scholarship**
Mark Minsky began his career at American Career College as a Computerized Business teacher in 2003 at the Los Angeles campus, and later moved on to teaching Math and English at the Orange County campus. While teaching, Mark found his passion helping members of the community who had not finished high school by tutoring them for their High School Equivalency exam. He leaves behind a legacy of successful ACC graduates who transferred to our school after completing their certificate. He had a positive impact on each person he met and has changed thousands of lives for the better.

This scholarship opportunity is offered to qualified applicants who have successfully graduated from an accredited High School Equivalency program, and who seek to continue their education and prepare for a career in business or health care by enrolling in a diploma or degree program at American Career College.

This scholarship is in the amount of $600.

In order to qualify, you must meet all admissions requirements of the chosen ACC program, and the following requirements:

1. You must have successfully graduated from an accredited High School Equivalency Program, as evidenced by either a copy of the school's diploma, or official High School Equivalency exam scores from the State of California.

2. Enroll for the first time in a diploma or degree program at American Career College.

Scholarship funds will be awarded for current or future payment periods only, not retroactively.

**Continuing Education Grant (formerly the Alumni Scholarship)**
Designed to encourage qualified graduates of American Career College to continue their education by enrolling in another program to increase their job skills and broaden their employment opportunities. Award amounts vary but will not exceed $2,000.

In order to qualify, students must:

1. Be a graduate of an American Career College diploma or degree program; and

2. Enroll in a new diploma or degree program at American Career College; and

3. Have had no disciplinary actions during previous enrollment; and

4. Be in good financial standing with American Career College; and

5. Renewal of the grant each academic year requires a minimum CGPA of 3.0, and no conduct warnings on student record.

**Re-Entry Grant for Students Returning to Same Program at American Career College**
This grant program is designed to encourage qualified students who withdrew from American Career College's diploma and degree programs to continue their education by re-enrolling in the program from which they withdrew. Eligibility for this scholarship will be determined by committee taking into consideration the evaluation of an original personal statement. The maximum grant amount will be $1,000, not to exceed the student's existing balance from the previous enrollment. Funds are limited, not all who apply will receive an award.

In order to qualify, you must meet these requirements:

1. Have withdrawn from American Career College and are now seeking to re-enter into the same program of study.
2. Have had no disciplinary actions during previous enrollment.
3. Had been meeting Satisfactory Academic Progress standards at the time of withdrawal (SAP Status of either "SAP Met" or "SAP Warning").
4. Been approved for re-entry by the Education Department.

5. Have an unpaid balance due from prior enrollment.

6. Submit an original personal statement that explains why you withdrew previously and what has changed in your circumstances that will now allow you to complete your program and graduate.

If you are awarded this grant, the total amount awarded will be applied as a credit towards tuition and fees in the last payment period of the program prior to graduation. This grant may only be awarded once per student. There is no cash value for this grant; if you withdraw or are dismissed from the program before completing, the grant will be forfeited. This grant award cannot be combined with any other ACC scholarships or grants.

**Ellen M. Lewis Scholarship**
The Ellen M. Lewis Scholarship was created to honor the founding Director of the Associate Degree in Nursing (ADN), Registered Nurse Program at American Career College, Los Angeles.   Awards will be made to students who best demonstrate the commitment and dedication to the nursing profession which Mrs. Lewis has passionately exhibited throughout her career. Students will be selected by a committee based on a combination of criteria including academic performance (GPA), attendance history, and a written essay (approx. 600 words).  Click here for grading criteria.   The amount of the scholarship for each recipient will be $2,500 applied to outstanding tuition and fee charges at American Career College. Applications may be submitted by students enrolled in the ADN program at American Career College in their final term of the program who have achieved an overall 90% or greater attendance record.  The signed scholarship application and essay must be presented to the ADN Program Director no later than the last day of the fourth week of instruction in the final term of the program.

**Opportunity Grant**
This grant opportunity is offered to qualified applicants who are enrolling in a diploma or degree program at American Career College for the first time, after having been enrolled at an accredited institution that closed within the six months preceding the ACC enrollment date.

This grant will be in the amount of $500 for students enrolling in an ACC diploma program, or $1,000 for students enrolling in either an ACC degree program or the ACC Vocational Nursing diploma program. The grant will be offered as a credit towards tuition or required fees at American Career College, and will be proportionately disbursed each payment period.

In order to qualify, you must meet all admissions requirements of ACC's academic program, in addition to the following requirements:

1. You must have attended an accredited institution that closed within the six months preceding the ACC enrollment date, resulting in your inability to complete the program of study at that institution. Documentation of enrollment at the closed school is required for receipt of this grant.

2. Once enrolled, you must maintain continuous enrollment in your program of study at American Career College. Withdrawal or dismissal from the program will result in a loss of grant upon subsequent re-enrollment.

3. This grant program may be discontinued at any time. If you are awarded a grant but choose not to enroll, there is no guarantee that the grant will be re-awarded for a subsequent enrollment.

If you qualify for this grant, funds will be applied to your student account as a tuition reduction. The grant will be applied proportionately each payment period. There is no cash value for this grant; if you withdraw from the program before completing, the unearned portion of the grant will be lost.

**Walmart/Sam's Club Grant**
This grant opportunity is offered to qualified applicants who are currently employed at Walmart or Sam's Club who seek to prepare for a career as an Optical Technician by enrolling at American Career College - Ontario campus.

This grant will be in the amount of $2,000, offered as a tuition credit proportionately disbursed each enrollment period. In order to qualify, you must meet all admissions requirements for the ACC program, and all of the following requirements:

1. You must be a first-time applicant to American Career College – Ontario campus.

2. You must be employed by Walmart or Sam's Club.

3. Submit this application form, indicate your employment relationship with Walmart/Sam's Club at the time of application to the school, and present a copy of your most recent paystub (must have a pay period within 30 days of the date of this application)

**RadNet Associate's Grant**
This grant opportunity is offered to qualified applicants who are currently employed at RadNet who seek to

prepare for a career in Radiography by enrolling at American Career College.

This grant will be for the currently published full program tuition and program fees (except laptop fee; student is responsible for paying the laptop fee) amount minus estimated Pell Grant and Federal Direct Subsidized loan eligibility, and will be offered as a tuition credit proportionately disbursed each enrollment period. Upon graduation, an additional graduation credit equal to total amount of gross Federal Direct loan funds disbursed during the student's enrollment will be credited to the student's account. Any resulting credit balance will be issued to the student or refunded to the Federal Direct Subsidized loan if the student indicates this option on their Authorization to Retain Funds form. In order to qualify, the applicant must meet all admissions requirements for the ACC program, and all of the following requirements:

1. You must be a first-time applicant to American Career College
2. You must be employed by RadNet
3. Submit this application form, indicate your employment relationship with RadNet at the time of application to the school, and present a copy of your most recent paystub (must have a pay period within 30 days of the date of this application).
4. Must be evaluated and selected by RadNet for the RadNet Associate's Grant (RadNet will notify ACC of the annual selected applicant).

If you qualify for this grant, the amount of the grant will be applied to your student account as a tuition reduction. The grant will be applied proportionately each term or payment period, and may be pro-rated for less than full time enrollment.

If you withdraw from the program before completing, the unused portion of the grant will be lost, there will be no cash value.

Student must be actively employed by RadNet on their graduation date to be eligible for the graduation credit.

This grant may not be used in conjunction with any other American Career College grants or scholarships, and does not apply to students already receiving a tuition discount based on a state or county sponsored re-training program.

**ACC Campus Transfer Radiography Program Grant**
The ACC Campus Transfer Radiography Program Grant opportunity is offered to applicants enrolled at an American Career College (ACC) campus in the Radiography Program. The $1,560 grant will be awarded to eligible applicants who choose to transfer their enrollment to another ACC campus in the Radiography program, subject to seat availability in the applicant's chosen program. To qualify for this grant, applicants must meet the following requirements:

1. Be currently enrolled in the Radiography program at an ACC campus.

2. Be currently on the Radiography Program alternate wait list at the campus in which they enrolled.

3. The campus in which they are enrolled must have no available seats in the next start.

4. Applicant must reside in geographical area designated by ACC (available in the Admissions Office).

5. Applicant must provide proof of residency (Driver's License, Utility Bill, Rental Lease Agreement, etc.)

Applicants who qualify for this grant will be awarded the total amount, and will be applied to your student account proportionately each payment period to offset tuition charges. There is no cash value for this grant; if you withdraw from the program before completing, the unused portion of the grant will be lost. American Career College reserves the right to discontinue this grant program at any time.

**United Medical Imaging Associate's Grant**
This grant opportunity is offered to qualified applicants who are currently employed by United Medical Imaging (UMI) who seek to prepare for a career in Radiography by enrolling at American Career College.

This grant will be for the currently published full program tuition and program fees (except laptop fee; student is responsible for paying the laptop fee) amount minus estimated Pell Grant and Federal Direct Subsidized loan eligibility, and will be offered as a tuition credit proportionately disbursed each enrollment period. Upon graduation, an additional graduation credit equal to total amount of gross Federal Direct Subsidized loan funds disbursed during the student's enrollment will be credited to the student's account. Any resulting credit balance will be issued to the student or refunded to the Federal Direct Subsidized loan if the student indicates this option on their Authorization to Retain Funds form. In order to

qualify, the applicant must meet all admissions requirements for the ACC program, and all of the following requirements:

1. You must be a first-time applicant to American Career College.
2. You must be employed by UMI.
3. Submit this application form, indicate your employment relationship with UMI at the time of application to the school, and present a copy of your most recent paystub (must have a pay period within 30 days of the date of this application).
4. Must be evaluated and selected by UMI for the UMI Associate's Grant (UMI will notify ACC of the annual selected applicant).

If you qualify for this grant, the amount of the grant will be applied to your student account as a tuition and program fees reduction. The grant will be applied proportionately each term or payment period, and may be pro-rated for less than full time enrollment.

If you withdraw from the program before completing, the unused portion of the grant will be lost.

Student must be actively employed by UMI on their graduation date to be eligible for the graduation credit.

This grant may not be used in conjunction with any other American Career College grants or scholarships, and does not apply to students already receiving a tuition discount based on a state or county sponsored re-training program.

### ACC Campus Transfer Grant

The ACC Campus Transfer Grant opportunity is offered to applicants enrolled at an American Career College campus. The $1,500 grant will be awarded to eligible applicants who choose to transfer their enrollment to another ACC campus, subject to seat availability in the applicant's chosen program. The ACC Campus Transfer Grant opportunity is offered to applicants enrolled at an American Career College campus. The $1,500 grant will be awarded to eligible applicants who choose to transfer their enrollment to another ACC campus, subject to seat availability in the applicant's chosen program.
To qualify for this grant, applicants must meet the following requirements:

1. Be currently enrolled at ACC.
2. Applicant must reside in geographical area designated by ACC (available in the Admissions Office).
3. Applicant must provide proof of residency (driver's license, utility bill, rental lease agreement, etc.)
4. The applicant's chosen program does not have an available seat at the campus in which they are enrolled for the applicant's desired start date.

Applicants who qualify for this grant will be awarded the total amount and will be applied to your student account proportionately each payment period to offset tuition charges. There is no cash value for this grant. If you withdraw from the program before completing, the unused portion of the grant will be lost. American Career College reserves the right to discontinue this grant program at any time. To apply, complete the section below, and return it, along with proof of residency, to the Financial Aid office of the campus you choose to transfer.

### OTA Opportunity Grant

The OTA Opportunity Grant is designed to encourage qualified applicants who seek to train in the Occupational Therapy field at American Career College. The grant will be in the amount of $2,500. Funds are limited, not all who apply will receive an award.

To qualify for this grant, applicants must meet the following requirements:
1. You must be a first-time applicant to American Career College.
2. You must be enrolled in the Associate of Occupational Science, Occupational Therapy Assistant Program.
3. You must have scored at least 23 on your first attempt of the SLE test.

This grant may only be awarded once per student. There is no cash value for this grant; if you withdraw or are dismissed from the program before completing, the grant will be forfeited. This grant award cannot be combined with any other ACC scholarships or grants and does not apply to students already receiving a tuition reduction based on a state or county-sponsored retraining program.

## Cancellation and Tuition Refund Policy

### Student's Right to Cancel

New students have the right to cancel the enrollment agreement including any equipment purchased directly from ACC such as books, materials, and supplies or any other goods related to the instruction offered in the enrollment agreement, if notice of cancellation is made within seven (7) calendar days (excluding holidays) of enrollment or by the seventh (7th) calendar day following the scheduled program start date, whichever is later. Books purchased from ACC must be returned to the school in "like new" condition within the cancellation period, or students will be liable for the full cost. Students who remain enrolled beyond day 8 will be charged tuition and fees retroactive to day 1 of the program.

Cancellation shall occur when the student gives written notice of cancellation at the address of the College shown on top of the front page of the enrollment agreement. Students can submit this written notice 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 enrollment agreement. The College may administratively cancel a student if they are unresponsive after the first week and fail to attend classes in the second week.

If the student cancels the enrollment agreement, the College will not charge institutional charges; however, the College retains the nonrefundable application fee and may charge for books and equipment not returned in a timely manner in "like new" condition. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

### 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, the student shall be deemed to have withdrawn from the program when any of the following occurs:

- Notify the College of withdrawal or the actual date of withdrawal; or
- The College terminates the enrollment; or
- Students absent for 14 consecutive calendar days will be dropped from the program.

Students enrolled in degree programs are charged each ten-week term for the tuition, fees, and supplies attributable to the courses attempted during the term, as well as any books purchased directly from ACC for the term. Students enrolled in diploma programs other than Vocational Nursing are charged for the entire program during the first module. Students enrolled in Vocational Nursing are charged at the beginning of each academic year for the tuition and fees attributable to courses attempted during the academic year, as well as for books purchased directly from ACC for the entire program. All book and supplies purchased directly from ACC for diploma programs are charged and distributed during the first module, unless the student has submitted written notification that he/she will obtain the required books from another source.

If the student withdraws from the program after the period allowed for cancellation of the agreement the College will calculate whether a refund of tuition, fees, or supplies is due for the payment period (degree students) or period of enrollment (diploma students). The refund amount will be the difference between earned charges and unearned charges for the payment period or period of enrollment. Earned charges are calculated by dividing the number of calendar days completed (or hours completed for Vocational Nursing or Dental Assisting programs) by the total number of calendar days in the payment period or period of enrollment (or total hours in the period of enrollment for Vocational Nursing or Dental Assisting). The College will remit any required refund within 45 days following the withdrawal. Books purchased directly from ACC are not refundable unless returned to the school in "like new" condition within ten (10) days of issuance.

For students receiving funds through the Federal Student Aid program, unearned funds will be returned to the lenders or grant programs in the order required under Federal Law. For non-federal student financial aid program funds, the institutional/California state refund policy shall be a pro-rata refund of funds paid for institutional charges. Any remaining balance will be paid according to the most recent "Authorization to Retain Funds" form on file with the financial aid office at the time of withdrawal.

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 tuition 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 tuition 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.

If the College has given the student any equipment, or other materials, the student shall return it to the College within 10 days following the date of the notice of withdrawal. If the student fails to return this equipment and other materials, in "like new" condition within the 10-day period, the College may deduct its documented cost from any refund that may be due to the student. Once the student pays for the equipment, it is the student's to keep without further obligation. In any event, students will never be charged more than the equipment charges stated in the contract.

# Return of Federal Title IV Financial Aid Policy

### Return of Federal Title IV Financial Aid

A federal financial aid (Title IV) recipient who withdraws from the College 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 College 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).

### Policy

When a federal financial aid recipient withdraws from the College prior to the end of a payment period (degree programs), or the period of enrollment (diploma programs), 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.

### 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 or period of enrollment. The payment period for degree students is the individual term.  The period of enrollment for Vocational Nursing is the academic year.  The period of enrollment for all other diploma programs is the entire program length. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last documented date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

### Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student

- Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS Loan)

- The College originated a Direct Loan (DL)

- The College made the award to the student for a Federal Supplemental Educational Opportunity Grant (FSEOG)

The College does not include as a post-withdrawal disbursement any funds the College 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.

- Second disbursements of DL for the period that the College is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one half the credit hours in the academic year.

• Disbursements of Federal Pell Grant and Iraq Afghanistan Service Grant funds to a student for whom the College 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 College disburses funds to a student no longer in attendance but prior to the date the College 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 College'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 College returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the College returns only the unearned portion of the inadvertent overpayment within 45 days of the College'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 College, but within 30 days of the date of the notification informing the student of the requirements, and in time for the College to meet the 30-day Return deadline, the College 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 College reviews and addresses eligibility as required.  If a student does not provide all verification documents in time for the College to complete verification and meet the R2T4 deadlines, the College 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 calculation for degree programs and all diploma programs except Vocational Nursing and Dental Assisting. For Vocational Nursing and Dental Assisting, progress toward completion is based on scheduled hours rather than calendar days.

### When Funds Are Disbursed Using Different Payment Periods

When the College 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. This percentage is equal to the percentage of the payment period or period of enrollment completed by the student as of the student's last date of attendance in the payment period or period of enrollment. If the student withdraws after successfully completing the payment period or period of enrollment, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

### Diploma Programs (except Vocational Nursing) and all Degree Programs

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period or period of enrollment}}{\text{Total number of calendar days in the payment period or period of enrollment}}$$

### Total Calendar Days Completed in the Payment Period or Period of Enrollment

The total number of calendar days completed in the payment period or period of enrollment (numerator) is the count of calendar days from the start date of the payment period or period of enrollment to the student's last date of attendance. Calendar days are removed from

calendar days completed in the payment period or period of enrollment if any of the following occurred between the payment period or enrollment 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 Calendar Days in the Payment Period or Period of Enrollment

The total number of calendar days in a payment period or period of enrollment (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period or period of enrollment. Calendar days are removed from the calendar days in the payment period or period of enrollment, if any of the following occurred or is scheduled to occur from the start date of the payment period or enrollment period to the end date of the payment period or enrollment 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

### Vocational Nursing (VN)

The percentage of the period completed is calculated as follows:

Number of scheduled hours completed in the enrollment period
Total number of scheduled hours in the enrollment period

### Total Scheduled Hours Completed in the Enrollment Period

The total number of scheduled hours completed in the enrollment period (numerator) is the count of scheduled hours from the; enrollment period start date to the student's last date of attendance.

### Total Scheduled Hours in the Enrollment Period

The total number of scheduled hours in a enrollment period (denominator) is determined based upon the number of scheduled hours in the enrollment period.

### Calculation Examples

The following examples illustrate the calculations outlined above. The figures provided are examples only; actual amounts may vary for each student/program.

### Medical Assistant Example - illustrative purposes only.

Enrollment Period is 8/27/21 to 6/23/22. Last documented date of attendance was 12/16/21. Scheduled breaks of 5 days or more: 12/19/21 – 1/5/22; 11/25/21 – 11/30/21; 1/13/22 – 1/28/22.

| Module | Start Date | End Date | Grade |
|--------|-----------|----------|-------|
| MA100 | 8/27/21 | 9/24/21 | B |
| MA200 | 9/29/21 | 10/26/21 | A |
| MA300 | 10/28/21 | 11/24/21 | C |
| MA400 | 11/30/21 | 1/12/22 | W |
| MA500 | 1/28/22 | 2/25/22 | |
| MA600 | 2/29/22 | 3/25/22 | |
| MA700 | 3/29/22 | 4/25/22 | |
| MA EXT | 4/27/22 | 6/23/22 | |

Number of calendar days completed in the enrollment period = 75
Total number of calendar days in the enrollment period = 265

Percentage of the enrollment period completed = 28.3%

### Vocational Nursing Example - illustrative purposes only.

Enrollment Period is 8/5/2019 to 3/12/2020. Last documented date of attendance was 11/18/2019.

| Module | Start Date | End Date | Grade | Scheduled Hours |
|--------|-----------|----------|-------|-----------------|
| VOCN100 | 8/5/2019 | 10/22/2019 | B | 82 |
| VOCN100L | 8/8/2019 | 10/24/2019 | PASS | 120 |

| Module | Start Date | End Date | Grade | Scheduled Hours |
|--------|-----------|----------|-------|-----------------|
| ANA100 | 8/19/2019 | 10/28/2019 | A | 30 |
| VOCN110 | 8/28/2019 | 10/30/2019 | C | 30 |
| VOCN100C | 9/26/2019 | 10/25/2019 | PASS | 60 |
| VOCN200 | 11/4/2019 | 1/17/2020 | W | 23 |
| PSYCH1 | 11/7/2019 | 1/9/2020 | W | 8 |
| PHARM1 | 11/8/2019 | 1/10/2020 | W | 8 |
| VOCN200C | 11/11/2019 | 1/13/2020 | W | 30 |
| VOCN210 | 1/10/2020 | 1/29/2020 | | |
| VOCN210C | 1/14/2020 | 1/28/2020 | | |
| VOCN100 | 8/5/2019 | 10/22/2019 | B | 82 |
| VOCN100L | 8/8/2019 | 10/24/2019 | PASS | 120 |
| ANA100 | 8/19/2019 | 10/28/2019 | A | 30 |
| VOCN110 | 8/28/2019 | 10/30/2019 | C | 30 |
| VOCN100C | 9/26/2019 | 10/25/2019 | PASS | 60 |

Number of scheduled hours completed in the enrollment period = 391
Total number of scheduled hours in the enrollment period = 900

Percentage of the enrollment period completed = 43.4%

**AOS Respiratory Therapy Example - illustrative purposes only.**

Payment Period is 2/5/22 to 4/14/22.  Last documented date of attendance was 3/8/22. There were no scheduled breaks of 5 days or more.

Number of calendar days completed in the payment period = 33
Total number of calendar days in the payment period= 70

Percentage of the payment period completed = 47.1%

**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 College 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 College 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 College performs the R2T4 calculation, the College 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 College (including previously paid charges that are now unpaid due to a return of Title IV funds by the College)

- 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 College pays the credit balance to the student (or parent for a PLUS loan).

- If the College 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 College and the student may both need to return funds. The College 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 College charges incurred by the student for the payment period or period of enrollment multiplied by the percentage of unearned aid.

College (institutional) charges incurred by the student include tuition, fees, books and supplies initially assessed the student for the entire payment period or period of enrollment. Initial charges are only adjusted for changes the College 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 College uses the actual charges to date, to include full tuition, fees, books and supplies for each course in the payment period or period of enrollment, and estimates remaining charges based on the students' program. If after the student withdraws, the College 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 College returns federal financial aid funds to programs in the following order up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Unsubsidized Loan
- Subsidized FFEL/Direct Subsidized Loan
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- Iraq & Afghanistan Service Grant (IASG)

After the College allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the College. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the College 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 College may round final repayment amounts, for which the College and student are responsible, to the nearest dollar.

**Timelines for Return of Funds**

The College completes a student's R2T4 calculation within 30 days of the College's date of determination. The College 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 College determines the student has withdrawn.

**Deceased Student**

If the College receives reliable information indicating an individual borrower or student for whom a parent received a PLUS Loan dies, the College 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.

## ACC Verification Policy

**American Career College Financial Aid Verification Policy**

**What is Financial Aid Verification?**

In accordance with the U.S. Department of Education regulations, American Career college is required to verify the accuracy of information provided by student on the Free Application for Federal Student Aid (FAFSA) for selected students. Students may be randomly selected by the U.S. Department of Education or American Career College as a part of the processing of the FAFSA and calculation of the Expected Family Contribution (EFC) that is used to determine eligibility for Federal Financial Aid programs such as the Pell Grant, Federal Supplemental Educational Opportunity Grant, Subsidized Federal Direct Loan program, Unsubsidized Federal Direct Loan program, Parent Loan for Undergraduate Students (PLUS) program, and Federal Work Study program. Any student selected for verification must provide requested documents to complete the verification process.

**How are students notified that they have been selected for the verification process?**

Students are notified via their current email on file when American Career College receives an Institutional Student Information Record (ISIR) from the U.S. Department of Education's Central Processing System (CPS) after the student submits a Free Application for Federal Student Aid

(FAFSA). This notification contains information on the specific documents required to complete verification and may include, but are not limited to the following documents:

- Verification Worksheet
- IRS Tax Returns/Transcripts and schedules
- W-2 forms
- IRS verification of non-filing
- Statement of Identity and Educational Purpose
- Government issued photo identification
- Other documents as requested

**What is the time period in which students selected for verification must submit documentation?**

Students must submit the requested documents listed in the verification notification email within 14 days of the date of the notification. Exceptions may be made on a case-by-case basis, but under no circumstances will documents be accepted after the student's last date of attendance in the award year (except to receive Pell Grant funds).

**What are the consequences of failing to submit documents within the required time period?**

Failure to submit verifications materials within the required time period may result in the loss of campus-based aid (Federal Supplemental Educational Opportunity Grant and Federal Work Study) and federal loans for the payment period or term. Pell Grant eligibility is not forfeited unless verification documents are not received by the last weekday in September of the award year, or within 120 days of the last day of enrollment, whichever comes first.

**What is the process followed to correct FAFSA data if required as a result of the verification process?**

American Career College personnel will use documents submitted by the student to correct FAFSA data in the institutions' student information system and transmit the corrections to the U.S. Department of Education's Central Processing System electronically. In some cases, the student may be asked to make corrections via the FAFSA website at https://studentaid.gov/h/apply-for-aid/fafsa.

**How are students notified if their expected family contribution and Title IV aid amounts change?**

Students will be notified via their current email on file that a new estimated Financial Aid Offer has been uploaded to their student portal. The Financial Aid Offer will detail the new expected family contribution and updated Title IV aid amounts. Students may login to the American Career College student portal at https://americancareercollege.srm-app.net/.

**What procedure does American Career College follow to refer a student to the Office of the Inspector General (OIG) if the institution suspects fraud?**

If at point, any credible information indicates that an applicant for Title IV, HEA program assistance may have engaged in fraud or other criminal misconduct in connection with his or her application, he/she will be reported to the Office of Inspector General of the Department of Education for investigation. The information is generally reported via email to the Office of Inspector General by the Vice President of Financial Aid, the Vice President of Compliance, or General Counsel.

Examples of fraudulent information include:

(i) False claims of independent student status

(ii) False claims of citizenship

(iii) Use of false identities

(iv) Forgery of signatures or certifications

(v) False statements of income

(vi) Any credible information indicating that any employee, third-party servicer, or other agent of the institution that acts in a capacity that involves the administration of the Title IV, HEA programs, or the receipt of funds under those programs, may have engaged in fraud, misrepresentation, conversion or breach of fiduciary responsibility, or other illegal conduct involving the Title IV, HEA programs.

## Professional Judgment Policy

Professional Judgment is the ability of a financial aid planner to update a student's financial aid based on unusual circumstances. Circumstances may include a decrease in income, change in family size, loss of assets, unusual expenses, change in dependency status, etc. This list is not intended to be all inclusive since you may have a situation that is not categorized.
Your eligibility for financial aid was originally calculated based on the information you provided on the Free

Application for Federal Student Aid (FAFSA), this includes your Expected Family Contribution (EFC). Based on this information, financial aid eligibility is determined.

The Office of Financial Aid at American Career College recognizes that many families experience changes in income, assets, or family situations that are not reflected in the tax information provided on the FAFSA. Therefore, where appropriate, the Financial Aid department can utilize the professional judgment process to adjust data used to calculate your EFC and provide a revised package based on these adjusted items.

All professional judgment requests require you (and your parents if you are dependent) to submit supporting documentation to substantiate your request for a professional judgment.

### Initiation of Professional Judgment

Professional judgment requests can be initiated with the campus Financial Aid Department. Once your request is received, your assigned Financial Aid Planner will walk you through the process, including informing you of the documentation required to process your request.

### Required Documentation

In order to make changes to your financial aid, documentation of your unusual circumstances must be submitted. In all cases, American Career College requires a written request from the student using the Appeal Request form. In addition to Appeal Request form supporting documentation is also required. Typical documentation may include but is not limited to the following:

- Income Adjustments:
  - Recent pay stubs from all employers to establish year-to-date income.
  - Unemployment benefit letter.
  - Letter from most recent employer detailing termination and terms of termination such as severance pay, if applicable.
  - Documentation from other income received, such as self-employment income, social security benefits, insurance benefits, etc.
- Medical/Dental Expenses: Proof of medical bills paid (not paid by insurance)
- Dependency Overrides: Documentation from a 3rd professional party substantiating unusual circumstance that would support a change in dependency. Examples include but are not limited to a letter from a counselor, teacher, doctor, or member of the clergy.

- Cost of Attendance: Documentation to substantiate indirect costs above those included in the American Career College cost of attendance. Examples include but are not limited to a lease agreement, dependent care receipts, transportation costs, clinical travel costs, etc.

The Financial Aid Department at American Career College is here to assist you. Should have questions about this policy or any other financial aid related policy, please contact your local Financial Aid Department.

## Reimbursement to Veterans and Eligible Persons

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

# DIPLOMA PROGRAMS OF STUDY

## DENTAL ASSISTING

**Locations:** Los Angeles, Orange County, and Ontario

### Overview

Classification of Instructional Programs (CIP): 51.0601 (Dental Assisting/Assistant)

Standard Occupational Classification (SOC) Code: 31-9091.00 (Dental Assistants)

Quarter Credits: 55.0

In-Class Clock Hours: 820

Outside Hours: N/A

Total Hours: 820

Method of Delivery: Blended

Program Length in Weeks: 38*

Degree/Diploma Awarded: Diploma in Dental Assisting

*Weeks may be extended depending on holiday schedules

### Career Training Objective

Dental Assistants are key members of the dental team. Dentists rely upon Dental Assistants to perform a wide range of patient, clinical and laboratory procedures. As dental procedures continue to expand and patient awareness of dental services increases, Dental Assistants will continue to be indispensable contributors to dental health care and the community.

The College's Dental Assisting program provides graduates with the skills and knowledge necessary to qualify for an entry-level position as a Dental Assistant. Graduates may also secure employment in other areas of dentistry, such as pediatric dentistry, or as a back-office assistant, and may work for public health facilities, hospital dental departments, correctional facilities, schools/universities, clinics, and dental suppliers.  Students practice techniques and procedures in a spacious and modern dental laboratory to gain proficiency in those competencies. In addition, equipment, materials, and instruments comparable to those used in an actual dental facility are used in our classrooms.

Dental Orientation for new incoming students shall provide, at a minimum, basic instruction in tooth anatomy, tooth numbering, general program guidelines, basic chairside skills, emergency and safety precautions, infection control, and sterilization protocols associated with and required for patient treatment. Orientation shall occur prior to any other program content and prior to performances or activities involving patients.

The training program is divided into learning units called modules. New incoming students can enter the program in any module, excluding externship. Students must complete all modules to graduate. Each core module stands alone and is not dependent upon previous modules. Students must successfully complete coronal polish, pit and fissure, and radiation safety written and practical examinations, which are embedded within the curriculum, with a minimum score of seventy-five percent (75%) in order to receive a certificate of completion. Upon successful completion of the classroom and laboratory training, students are required to complete a 180-hour externship. Completion of the program is acknowledged by the awarding of a diploma.

At completion of the program students will receive a certificate for Coronal Polish*, Pit and Fissure Sealants*, Radiation Safety, Infection Control and Dental Practice Act. *Pit and Fissure Sealants can only be performed by an RDA. Graduates from the College's Dental Assisting program are considered entry level only.

## Instructional Equipment

Dental Operatories, Laboratory work area and Lecture room equipped with the following:

- Amalgamators
- Anatomical Models and Charts
- Autoclave
- Automatic Processing Equipment
- High Speed Handpieces
- Impression Materials
- Instrument Tray Set-ups
- Lathe
- Laboratory Handpieces Model Trimmers/Vibrators

- Oral Evacuation Delivery Units
- Operator Stools
- Practice Mannequins/ Typodonts
- Slow Speed Handpieces
- Ultrasonic Equipment
- Vacuum Former
- X-ray Units
- X-ray View boxes

### PROGRAM OUTLINE

**Required Courses**

| Module Number | Module Title | Didactic | Lab | Clinical Hours | Clock Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| DA100 | Fundamentals of Dental Assisting* | 40 | 40 | 0 | 80 | 6 |
| DA200 | Science of Dentistry* | 40 | 40 | 0 | 80 | 6 |
| DA300 | Restorative Dentistry/Pharmacology* | 40 | 40 | 0 | 80 | 6 |
| DA400 | Laboratory Procedures/Prosthodontics* | 40 | 40 | 0 | 80 | 6 |
| DA500 | Pediatric Dentistry/Orthodontics* | 40 | 40 | 0 | 80 | 6 |
| DA600 | CPR/Preventive Dentistry* | 40 | 40 | 0 | 80 | 6 |
| DA700 | Endodontics/Radiography* | 40 | 40 | 0 | 80 | 6 |
| DA800 | Oral Surgery/Anesthetics* | 40 | 40 | 0 | 80 | 6 |
| EXT-DA | Externship | 20 | 0 | 160 | 180 | 7 |
|  | Program Totals | 340 | 320 | 160 | 820 | 55 |

Total Credit Hours: 55

*Courses delivered in a blended format, a combination of online and on ground.

## MEDICAL ASSISTANT

**Locations:** Los Angeles, Orange County, and Ontario

### Overview

Classification of Instructional Programs (CIP): 51.0801 (Medical/Clinical Assistant)

Standard Occupational Classification (SOC) Code: 31-9092.00 (Medical Assistants), 43-6013.00 (Medical Secretaries)

Quarter Credits: 50.5

In Class Clock Hours: 780

Outside Hours: N/A

Total Hours: 780

Method of Delivery: Blended

Number of Weeks: 36*

Degree/Diploma Awarded: Diploma in Medical Assistant

*Weeks may be extended depending on holiday schedules

### Career Training Objective

Medical Assistants are an important part of the health care team and their responsibilities continue to expand. The Medical Assistant program is designed to provide students with the knowledge and skills necessary to work successfully as an entry-level team member in a medical office, clinic, health-maintenance organization (HMO) or other health care setting. Employer demand for Medical Assistants has expanded in recent years to include work as medical experts and investigators in legal settings, in call centers to support medical product distribution and service, and in other industries which intersect with health care fields and functions.

Medical Assistant students develop knowledge and skills in administrative and clinical procedures. Competency in preparation of patients for examinations, back-office clinical procedures, administration of medications, and routine laboratory procedures is coupled with a thorough knowledge of the front-office skills necessary to function as part of an efficient medical office. Students learn these skills using a variety of media and instructional methodology. Students also perform skills in professional development and career preparation.

The training program is divided into learning units called modules. Students must complete all modules. Each module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 220 hour externship. Completion of the program is acknowledged by the awarding of a diploma.

Upon successful completion of the program, graduates will be prepared for employment as entry-level medical assistants. Medical Assistant graduates may also secure employment in other related positions in the medical field, such as Medical Receptionist.

### Instructional Equipment

- Anatomical Charts/Models
- Audiometer
- Autoclave
- Centrifuge
- Electrocardiograph Machines
- Examination Tables
- Glucometer
- Mayo Stands
- Microscopes
- Nebulizer
- Otoscope/Opthalmoscope
- Personal Computers

- Scales
- Skeleton
- Sphygmomanometers
- Stethoscopes

- Surgical Instruments
- Thermometers
- Training Mannequins
- Wheelchair/crutches/walker

## PROGRAM OUTLINE

**Required Courses**

| Module Number | Module Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| **MA100** | Medical Assistant Role and Responsibilities* | 80 | 0 | 6 |
| **MA200** | Office Procedures and Clinical Practices* | 80 | 0 | 6 |
| **MA300** | Medical Terminology/Transcription/ Patient Records* | 80 | 0 | 6 |
| **MA400** | Electrocardiogram and Laboratory Procedures* | 80 | 0 | 6 |
| **MA500** | Medical Office Business Procedures* | 80 | 0 | 6 |
| **MA600** | Clinical and Surgical Procedures* | 80 | 0 | 6 |
| **MA700** | Clinical Procedures and Pharmacology* | 80 | 0 | 6 |
| **EXT-MA** | Externship | 220 | 200 | 8.5 |
|  | Totals | 780 | 200 | 50.5 |

Total Credit Hours: 50.5

*Courses delivered in a blended format, a combination of online and on ground.

## MEDICAL BILLING

**Locations:** Ontario

### Overview

Classification Of Instructional Programs (CIP): 51.0714 (Medical Insurance Specialist/Medical Biller)

Standard Occupational Classification (SOC) Code: 43-9041 (Insurance Claims and Processing Clerks), 43-3021 (Billing and Posting Clerks), 43-6013 (Medical Secretaries and Administrative Assistants)

Quarter Credits: 43

In Class Clock Hours: 660

Outside Hours: N/A

Total Hours: 660

Method of Delivery: Blended

Number of Weeks: 29*

Degree/Diploma Awarded: Diploma in Medical Billing

*Weeks may be extended depending on holiday schedules

### Career Training Objective

The Medical Billing program is designed to provide students with the knowledge and skills necessary to work successfully as an entry level medical biller in a medical office, clinic, health maintenance organization (HMO), other health care setting, insurance company, or independent billing company.

In this program, students will develop their knowledge and skills within a fully online model of education. Preparing students for the real-life experience of health care data delivery systems, students will engage in on-line learning, as well as lab and computer software applications. Students will become familiar with, and able to use industry related reference materials such as the Current Procedural Terminology (CPT), International Classification of Diseases (ICD-CM), Procedural Coding System (PCS), and Health Care Procedures Coding Systems (HCPCS).

The Medical Billing program is divided into six, 80-hour modules. The six modules satisfy both industry-related prerequisites and execution of billing applications. The Medical Billing externship provides a unique opportunity to gain valuable experience in the field and alongside working professionals. This experience is designed to help students prepare for a successful transition into their career as a medical biller.

Completion of the program is acknowledged by the awarding of a diploma.

### Instructional Equipment

- Billing and Coding References: ICD-10 CM, ICD-10-PCS, CPT, and HCPCS
- Medical Office Software
- Word Processing Software
- Medical Claims Software
- Textbook and E-Text Materials
- On-line Course Material

## Additional Resources

Students in the Medical Billing program will have access to online digital literacy modules via the Northstar platform. This interactive online platform provides students with supplemental resources to support their educational goals in a fully online program.

### PROGRAM OUTLINE

**Required Courses**

| Module Number | Module Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| MB100 | Medical Billing Procedures* | 80 | 0 | 6 |
| MB200 | Claims Processing* | 80 | 0 | 6 |
| MB300 | Hospital Billing* | 80 | 0 | 6 |
| MB400 | Reimbursement and Denial Management* | 80 | 0 | 6 |
| MB500 | Managed Care and Private Health Plans* | 80 | 0 | 6 |
| MB600 | State and Government Health Plans* | 80 | 0 | 6 |
| EXT-MB | Externship | 180 | 160 | 7 |
|  | Totals | 660 | 160 | 43 |

Total Credit Hours: 43

*Courses delivered fully online.

## MEDICAL CODING

**Locations:** Ontario

## Overview

Classification Of Instructional Programs (CIP): 51.0713 (Medical Insurance Coding Specialist/Coder)
Standard Occupational Classification (SOC) Code: 29-2072 (Medical Records Specialists) and 31-9094 (Medical Transcriptionists)

Quarter Credits: 36

In Class Clock Hours: 360

Outside Hours: N/A

Total Hours: 360

Method of Delivery: Full Distance Education

Number of Weeks: 30*

Degree/Diploma Awarded: Diploma in Medical Coding

*Weeks may be extended depending on holiday schedules

**Program Learning Objectives**
- Demonstrate a thorough understanding of medical terminology and associated medical codes regarding various body systems, disorders, and treatments.
- Demonstrate proficiency in selecting and applying the relevant and appropriate ICD-10-CM, CPT, PCS, and HCPCS codes for various diagnoses, procedures, services, and supplies.
- Demonstrate a thorough understanding of the ICD-10-CM, CPT, PCS, and HCPCS Coding Manuals, as evidenced by the ability to look up and apply new codes for a novel medical case.
- Demonstrate an understanding and appreciation for compliance regulations, ethics, and reporting relating to ICD-10-CM, CPT, PCS, and HCPCS coding practices as related to OIG and HIPAA standards.
- Analyze medical records and clinical documentation to correct errors and support accurate coding.
- Distinguish different types of Diagnosis-Related Groups, such as APR-DRG and MS-DRG, and their proper assignment in complex medical cases.
- Demonstrate proficiency in accurate, detailed, and error-free coding within Medical Coding Software as evidenced by applied coding practice in industry-standard coding software and systems.
- Sit for the official CPC/CIC coding certification exams to earn official coding certification for optimal success in the medical coding profession.

**Instructional Equipment**

- Coding References: CPT, ICD-CM, and HCPCS Manuals
- Medical Office Software
- Word Processing Software

- Medical Claims Software
- Textbook and E-Text Materials
- On-line Course Material

**PROGRAM OUTLINE**

**Required Courses**

| Module Number | Module Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| **MC100** | Medical Terminology and Body Systems* | 60 | 0 | 6 |
| **MC110** | ICD-10-CM Diagnostic Coding* | 60 | 0 | 6 |
| **MC200** | CPT Procedural Coding * | 60 | 0 | 6 |
| **MC210** | PCS and HCPCS Coding* | 60 | 0 | 6 |
| **MC300** | Applied Coding and Certification Preparation* | 120 | 0 | 12 |
| | Totals | 360 | 0 | 36 |

Total Credit Hours: 36

*Courses delivered fully online.

## OPTICAL TECHNICIAN

**Locations:** Los Angeles and Ontario

### Overview

Classification of Instructional Programs (CIP): 51.1801 (Opticianry/Ophthalmic Dispensing Optician)

Standard Occupational Classification (SOC) Code: 29-2081.00 (Opticians, Dispensing), 51-9083.00 (Ophthalmic Laboratory Technicians)

Quarter Credits: 50.5

In Class Clock Hours: 780

Outside Hours: N/A

Total Hours: 780

Method of Delivery: Blended

Number of Weeks: 36*

Degree/Diploma Awarded: Diploma in Optical Technician

*Weeks may be extended depending on holiday schedules

### Career Training Objective

The Optical Technician program's main objective is to offer a comprehensive training program to prepare students for employment in entry-level positions in the field of Opticianry. Graduates are encouraged to sit for the National Opticianry Competency Exam and Contact Lens Registry Exam administered by the American Board of Opticianry and National Contact Lens Examiners (ABO/NCLE).

The training program is divided into learning units called modules. Students must complete all modules. Each module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 220-hour externship. Completion of the program is acknowledged by the awarding of a diploma.

Upon successful completion of the program, graduates will be prepared to pursue entry-level positions as opticians, optical lab technicians, optical dispensers, and contact lens fitters. Successfully attaining the available national certifications enhance the graduate's marketability in the field and are required for self-employment, as well as management positions in the optical field.

### Instructional Equipment

- Calculators
- Charts
- Diameter Gauges
- Dispensing Hand Tools
- Frames
- Hand Edgers
- Hand Magnifier

- Keratometers
- Layout Blockers
- Lens Groovers
- Lens Polishers
- Lenses
- Lensometers
- PD Sticks

- Pupilometers
- Radiuscopes
- Slit Lamps
- Soft and Rigid Contact Lenses
- Thickness Gauges
- Tinting Units
- Wet/Dry Edgers

PROGRAM OUTLINE

**Required Courses**

| Module Number | Module Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| **OPT100** | Light and Single Vision* | 80 | 0 | 6 |
| **OPT200** | Multifocals* | 80 | 0 | 6 |
| **OPT300** | Frames/Lenses* | 80 | 0 | 6 |
| **OPT400** | Soft Contact Lenses* | 80 | 0 | 6 |
| **OPT500** | Rigid Contact Lenses* | 80 | 0 | 6 |
| **OPT600** | Anatomy/Physiology/Prisms* | 80 | 0 | 6 |
| **OPT700** | Optical Office Procedures* | 80 | 0 | 6 |
| **EXT-OPT** | Externship | 220 | 200 | 8.5 |
| | Totals | 780 | 200 | 50.5 |

Total Credit Hours: 50.5

*Courses delivered in a blended format, a combination of online and on ground.

## PHARMACY TECHNICIAN

**Locations:** Los Angeles, Orange County, and Ontario

### Overview

Classification of Instructional Programs (CIP): 51.0805 (Pharmacy Technician/Assistant)

Standard Occupational Classification (SOC) Code: 29-2052.00 (Pharmacy Technicians), 31-9095.00 (Pharmacy Aides)

Quarter Credits: 48.0

In Class Clock Hours: 800

Outside Hours: N/A

Total Hours: 800

Method of Delivery: Blended

Number of Weeks: 35*

Degree/Diploma Awarded: Diploma in Pharmacy Technician

*Weeks may be extended depending on holiday schedules

### Career Training Objective

The Pharmacy Technician program is designed to provide students with the technical knowledge and practical skills necessary for an entry-level position in retail, wholesale, hospital, or home health pharmacy settings, or in a prior authorization department, compounding lab and other positions related to the manufacturing, distribution or support of pharmacy products.

Pharmacy Technician students learn pharmacy law, basic chemistry, pharmacology, dosage calculations, inpatient pharmacy procedures, and retail pharmacy procedures. Major emphasis is placed on learning the trade and generic names of selected drugs, drug classifications, indications, routes of administration, side effects, dosages, and storage requirements. Pharmaceutical preparation skills including filling prescriptions, unit dose drug distribution system, and preparation of sterile products are introduced, explained, and practiced. Students learn pharmaceutical and medical terminology including abbreviations and symbols used in prescribing, dispensing and charting. Basic anatomy and related pathological conditions are introduced. The responsibilities and duties of the Pharmacy Technician, including ethical standards within the practice of pharmacy, are presented. Basic computer operations, such as data input procedures used in maintaining patients' medication records, are covered under daily keyboarding and typing lab schedules. Hands-on procedures in all aspects of pharmacy operation, including extemporaneous compounding, unit dose cassette filling, IV admixtures compounding using aseptic technique, and retail pharmacy practices are also covered in the pharmacy lab.

The training program is divided into learning units called modules. Students must complete all modules. Each module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 320 hour externship. Completion of the program is acknowledged by the awarding of a diploma.

Upon completion of the program, students will be employable as entry-level pharmacy technicians. Graduates may also secure employment in other areas of the Pharmacy field, such as Pharmacy Assistants or Pharmacy Clerks.

### Instructional Equipment

- Anatomical Charts/Models
- Conical and cylindrical graduates
- Laminar-Flow Workbench
- Mortars and Pestle
- Ointment slabs and spatulas
- Personal Computers
- Pharmacological References
- Triple beam and electronic balances

## PROGRAM OUTLINE

**Program Outline**

| Module Number | Module Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| PT1 | Pharmacy Law* | 80 | 0 | 6 |
| PT2 | Drug Fundamentals* | 80 | 0 | 6 |
| PT3 | Pharmacology* | 80 | 0 | 6 |
| PT4 | Drug Distribution* | 80 | 0 | 6 |
| PT5 | IV Preparation* | 80 | 0 | 6 |
| PT6 | Retail Pharmacy* | 80 | 0 | 6 |
| EXT-PT | Externship | 320 | 300 | 12 |
| | Totals | 800 | 300 | 48 |

Total Credit Hours: 48

*Courses delivered in a blended format, a combination of online and on ground.

## VOCATIONAL NURSING (VN2022/VNEW2022)

**Locations:** Los Angeles, Orange County, and Ontario

### Overview

***Curriculum effective for students enrolling for a start date on or after May 23, 2022.***

Classification Of Instructional Programs (CIP): 51.3901 (Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert., Dipl, AAS)), 51.3902 (Nurse/Nursing Assistant/Aide and Patient Care Assistant), 51.3999 (Practical Nursing, Vocational Nursing and Nursing Assistants, Other)

Standard Occupational Classification (SOC) Code: 29-2061.00 (Licensed Practical and Licensed Practical and Licensed Vocational Nurses)

Quarter Credits: 100.0

Theory Hours: 675

Lab Hours: 152

Clinical Hours: 803

Total Hours: 1630

Method of Delivery: Residential

Number of Weeks (Day): 55*

Number of Weeks (Evening/Weekend): 86*

Degree/Diploma Awarded: Diploma in Vocational Nursing

*Weeks may be extended depending on holiday schedules

### Career Training Objective

The Vocational Nursing program is designed to provide students with the knowledge and skills necessary for an entry-level licensed vocational nurse position in a medical office, clinic, health-maintenance organization (HMO), acute care hospital, long-term care facility or other health care setting.

Vocational nursing students develop knowledge and skills to provide direct care to patients/clients under the supervision of a physician, dentist or registered nurse (RN) in a variety of health care settings, such as hospitals, long-term convalescent care facilities, and home health agencies. Vocational nursing students learn direct patient care, assessment, diagnostic measurements and procedures and treatments. The combined academic and clinical training prepares vocational nursing students to take the National Council Licensure Examination (NCLEX-PN) for licensure as a practical/vocational nurse meeting the standards set by the Board of Vocational Nursing and Psychiatric Technicians. Those that pass qualify for entry-level employment as Licensed Vocational Nurses.

The training program is divided into terms approximately 13 weeks in length (20 weeks for evening/weekend). Each term is comprised of prescribed units of study that build upon each other. Students begin their training in Term 1 and progress sequentially through each term until all terms have been successfully completed. Completion of the Vocational Nursing program is acknowledged by the awarding of a diploma.

### Instructional Equipment

- Anatomy Charts
- Glucometers
- Medication Carts
- Procedure Kits
- Scale
- Skeleton
- Stethoscopes
- Anatomical Models
- Sphygmomanometers
- Hospital Beds with Overbed and Side Tables
- Procedural Anatomical Mannequins
- Thermometers/electric/Tympanic
- Wheelchair/Walker

## PROGRAM OUTLINE

**Term 1**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| VOCN050 | Vocational Nursing Student Readiness | 30 | 0 | 0 | 30 | 3 |
| VOCN060 | Vocational Nursing Student Success | 30 | 0 | 0 | 30 | 3 |
| ANA100 | Intro to Human Anatomy & Physiology | 30 | 0 | 0 | 30 | 3 |
| VOCN100 | Fundamentals of Nursing | 82 | 0 | 0 | 82 | 8 |
| VOCN100L | Fundamentals of Nursing Lab | 0 | 120 | 0 | 120 | 6 |
| VOCN100C | Fundamentals of Nursing Clinical | 0 | 0 | 60 | 60 | 2 |
| VOCN110 | Nutrition | 30 | 0 | 0 | 30 | 3 |
|  | Totals | 202 | 120 | 60 | 382 | 28 |

**Term 2**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| VOCN200 | Medical-Surgical Nursing I | 60 | 0 | 0 | 60 | 6 |
| VOCN200C | Medical-Surgical Nursing I - Clinical | 0 | 0 | 210 | 210 | 7 |
| VOCN210 | Geriatrics | 10 | 0 | 0 | 10 | 1 |
| VOCN210C | Geriatrics Clinical | 0 | 0 | 30 | 30 | 1 |
| PSYCH1 | Psychology | 30 | 0 | 0 | 30 | 3 |
| PHARM1 | Pharmacology I | 30 | 0 | 0 | 30 | 3 |
|  | Totals | 130 | 0 | 240 | 370 | 21 |

**Term 3**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| VOCN300 | Medical-Surgical Nursing II | 90 | 0 | 0 | 90 | 9 |
| VOCN300C | Medical-Surgical Nursing II Clinical | 0 | 0 | 210 | 210 | 7 |
| VOCN310 | Mental Health | 15 | 0 | 0 | 15 | 1.5 |
| VOCN310C | Mental Health Clinical | 0 | 0 | 45 | 45 | 1.5 |
| GD300 | Growth and Development | 30 | 0 | 0 | 30 | 3 |
| PHARM2 | Pharmacology II | 30 | 0 | 0 | 30 | 3 |
|  | Totals | 165 | 0 | 255 | 420 | 25 |

**Term 4**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| VOCN400 | Medical-Surgical Nursing III | 94 | 0 | 0 | 94 | 9 |
| VOCN400C | Medical-Surgical Nursing III Clinical | 0 | 0 | 220 | 220 | 7 |
| VOCN410 | Maternal Child Nursing | 30 | 0 | 0 | 30 | 3 |
| VOCN410L | Maternal Child Nursing Skills Lab | 0 | 32 | 0 | 32 | 1.5 |
| VOCN410C | Maternal Child Nursing Clinical | 0 | 0 | 28 | 28 | .5 |
| VOCN420A | Concept Mastery I | 30 | 0 | 0 | 30 | 3 |
| VOCN420B | Concept Mastery II | 24 | 0 | 0 | 24 | 2 |
|  | Totals | 178 | 32 | 248 | 458 | 26 |

Total Credit Hours: 100

## VOCATIONAL NURSING (VN2024/VNEW2024)

**Locations:** Los Angeles, Orange County, and Ontario

**Overview**
***Curriculum effective for students enrolling for a start date on or after August 19, 2024.***

Classification Of Instructional Programs (CIP): 51.3901 (Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert., Dipl, AAS)), 51.3902 (Nurse/Nursing Assistant/Aide and Patient Care Assistant), 51.3999 (Practical Nursing, Vocational Nursing and Nursing Assistants, Other) Standard Occupational Classification (SOC) Code: 29-2061.00 (Licensed Practical and Licensed Practical and Licensed Vocational Nurses)

Quarter Credits: 90.0

Theory Hours: 576

Lab Hours: 151

Clinical Hours: 803

Total Hours:1530

Method of Delivery: Residential

Number of Weeks (Day): 54*

Number of Weeks (Evening/Weekend): 86*

Degree/Diploma Awarded: Diploma in Vocational Nursing

*Weeks may be extended depending on holiday schedules

## Career Training Objective

The Vocational Nursing program is designed to provide students with the knowledge and skills necessary for an entry-level licensed vocational nurse position in a medical office, clinic, health-maintenance organization (HMO), acute care hospital, long-term care facility or other health care setting.

Vocational nursing students develop knowledge and skills to provide direct care to patients/clients under the supervision of a physician, dentist or registered nurse (RN) in a variety of health care settings, such as hospitals, long-term convalescent care facilities, and home health agencies. Vocational nursing students learn direct patient care, assessment, diagnostic measurements and procedures and treatments. The combined academic and clinical training prepares vocational nursing students to take the National Council Licensure Examination (NCLEX-PN) for licensure as a practical/vocational nurse meeting the standards set by the Board of Vocational Nursing and Psychiatric Technicians. Those that pass qualify for entry-level employment as Licensed Vocational Nurses.

The training program is divided into terms approximately 13 weeks in length (20 weeks for evening/weekend). Each term is comprised of prescribed units of study that build upon each other. Students begin their training in Term 1 and progress sequentially through each term until all terms have been successfully completed. Completion of the Vocational Nursing program is acknowledged by the awarding of a diploma.

**Instructional Equipment**
- Anatomical Models
- Anatomy Charts
- Glucometers
- Hospital Beds with Overbed and Side Tables
- Medication Carts
- Procedural Anatomical Mannequins
- Procedure Kits
- Scale
- Skeleton
- Sphygmomanometers
- Stethoscopes
- Thermometers/electric/Tympanic
- Wheelchair/Walker

## PROGRAM OUTLINE

**Term 1**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| ANA100 | Intro to Human Anatomy & Physiology | 30 | 0 | 0 | 30 | 3.0 |
| VOCN100 | Fundamentals of Nursing | 82 | 0 | 0 | 82 | 8.0 |
| VOCN100L | Fundamentals of Nursing Lab | 0 | 120 | 0 | 120 | 6.0 |
| VOCN100C | Fundamentals of Nursing Clinical | 0 | 0 | 60 | 60 | 2.0 |
| VOCN110 | Nutrition | 30 | 0 | 0 | 30 | 3.0 |
| | Totals | 142 | 120 | 60 | 322 | 22.0 |

**Term 2**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| VOCN200 | Medical-Surgical Nursing I | 60 | 0 | 0 | 60 | 6.0 |
| VOCN200C | Medical-Surgical Nursing I - Clinical | 0 | 0 | 210 | 210 | 7.0 |
| VOCN211 | Life Span Development | 30 | 0 | 0 | 30 | 3.0 |
| VOCN211C | Life Span Development Clinical | 0 | 0 | 30 | 30 | 1.0 |
| PHAR101 | Pharmacology I | 27 | 0 | 0 | 27 | 2.5 |
| | Totals | 117 | 0 | 240 | 357 | 19.5 |

**Term 3**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| VOCN300 | Medical-Surgical Nursing II | 90 | 0 | 0 | 90 | 9.0 |
| VOCN300C | Medical-Surgical Nursing II Clinical | 0 | 0 | 210 | 210 | 7.0 |
| VOCN311 | Mental Health | 25 | 0 | 0 | 25 | 2.5 |
| VOCN311C | Mental Health Clinical | 0 | 0 | 45 | 45 | 1.5 |
| PHAR201 | Pharmacology II | 27 | 0 | 0 | 27 | 2.5 |
| | Totals | 142 | 0 | 255 | 397 | 22.5 |

**Term 4**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| VOCN401 | Medical-Surgical Nursing III | 91 | 0 | 0 | 91 | 9.0 |
| VOCN401C | Medical-Surgical Nursing III Clinical | 0 | 0 | 220 | 220 | 7.0 |
| VOCN411 | Maternal Child Nursing | 30 | 0 | 0 | 30 | 3.0 |
| VOCN411L | Maternal Child Nursing Skills Lab | 0 | 31 | 0 | 31 | 1.5 |
| VOCN411C | Maternal Child Nursing Clinical | 0 | 0 | 28 | 28 | 0.5 |
| VOCN420A | Concept Mastery I | 30 | 0 | 0 | 30 | 3.0 |
| VOCN420B | Concept Mastery II | 24 | 0 | 0 | 24 | 2.0 |
| | Totals | 175 | 31 | 248 | 454 | 26.0 |

Total Credit Hours: 90

## VOCATIONAL NURSING (STANDARD TERM VN2025/VNEW2025)

**Locations:** Los Angeles, Orange County, and Ontario

### Overview

***Curriculum effective for students enrolling for a start date on or after May 12, 2025.***

Classification Of Instructional Programs (CIP): 51.3901 (Licensed Practical/Vocational Nurse Training (LPN, LVN, Cert., Dipl, AAS)), 51.3902 (Nurse/Nursing Assistant/Aide and Patient Care Assistant), 51.3999 (Practical Nursing, Vocational Nursing and Nursing Assistants, Other)

Standard Occupational Classification (SOC) Code: 29-2061.00 (Licensed Practical and Licensed Practical and Licensed Vocational Nurses)

Quarter Credits: 90.5

Theory Hours: 576

Lab Hours: 150

Clinical Hours: 804

Total Hours:1530

Method of Delivery: Residential

Number of Weeks (Day): 50*

Number of Weeks (Evening/Weekend): 75*

Degree/Diploma Awarded: Diploma in Vocational Nursing

*Weeks may be extended depending on holiday schedules

### Career Training Objective

The Vocational Nursing program is designed to provide students with the knowledge and skills necessary for an entry-level licensed vocational nurse position in a medical office, clinic, health-maintenance organization (HMO), acute care hospital, long-term care facility or other health care setting.

Vocational nursing students develop knowledge and skills to provide direct care to patients/clients under the supervision of a physician, dentist or registered nurse (RN) in a variety of health care settings, such as hospitals, long-term convalescent care facilities, and home health agencies. Vocational nursing students learn direct patient care, assessment, diagnostic measurements and procedures and treatments. The combined academic and clinical training prepares vocational nursing students to take the National Council Licensure Examination (NCLEX-PN) for licensure as a practical/vocational nurse meeting the standards set by the Board of Vocational Nursing and Psychiatric Technicians. Those that pass qualify for entry-level employment as Licensed Vocational Nurses.

The training program is divided into terms approximately 10 weeks in length (15 weeks for evening/weekend). Each term is comprised of prescribed units of study that build upon each other. Students begin their training in Term 1 and progress sequentially through each term until all terms have been successfully completed. Completion of the Vocational Nursing program is acknowledged by the awarding of a diploma.

**Learn more about ACC's** *Vocational Nursing Program*

**Instructional Equipment**

- Anatomical Models
- Anatomy Charts
- Glucometers
- Hospital Beds with Overbed and Side Tables
- Medication Carts
- Procedural Anatomical Mannequins
- Procedure Kits
- Scale
- Skeleton
- Sphygmomanometers
- Stethoscopes
- Thermometers/electric/Tympanic
- Wheelchair/Walker

## PROGRAM OUTLINE

**Term 1**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| AP100 | Intro to Anatomy & Physiology | 50 | 0 | 0 | 50 | 5.0 |
| NT100 | Nutrition | 30 | 0 | 0 | 30 | 3.0 |
| VN010 | Fundamentals of Nursing | 80 | 0 | 0 | 80 | 8.0 |
| VN010L | Fundamentals of Nursing Lab | 0 | 120 | 0 | 120 | 6.0 |
| VN010C | Fundamentals of Nursing Clinical | 0 | 0 | 64 | 64 | 2.0 |
| | Totals | 160 | 120 | 64 | 344 | 24.0 |

**Term 2**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| PHR100 | Pharmacology 1 | 27 | 0 | 0 | 27 | 2.5 |
| VN020 | Intro to Medical-Surgical Nursing | 60 | 0 | 0 | 60 | 6.0 |
| VN020C | Intro to Medical-Surgical Nursing Clinical | 0 | 0 | 160 | 160 | 5.0 |
| | Totals | 87 | 0 | 160 | 247 | 13.5 |

**Term 3**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| PHR200 | Pharmacology 2 | 27 | 0 | 0 | 27 | 2.5 |
| VN030 | Intermediate Medical-Surgical Nursing | 90 | 0 | 0 | 90 | 9.0 |
| VN030C | Intermediate Medical-Surgical Nursing Clinical | 0 | 0 | 240 | 240 | 8.0 |
| | Totals | 117 | 0 | 240 | 357 | 19.5 |

**Term 4**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| VN040 | Advanced Medical-Surgical Nursing | 100 | 0 | 0 | 100 | 10.0 |
| VN040C | Advanced Medical-Surgical Nursing Clinical | 0 | 0 | 240 | 240 | 8.0 |
| LD100 | Life Span Development | 30 | 0 | 0 | 30 | 3.0 |
| | Totals | 130 | 0 | 240 | 370 | 21.0 |

**Term 5**

| Module Number | Title | Theory Hours | Skills Lab Hours | Clinical Hours | Total Hours | Quarter Credits |
|---|---|---|---|---|---|---|
| VN050 | Maternal Child Nursing | 30 | 0 | 0 | 30 | 3.0 |
| VN050LC | Maternal Child Nursing Lab & Clinical | 0 | 30 | 30 | 60 | 2.5 |
| CC050 | Clinical Capstone | 0 | 0 | 70 | 70 | 2.0 |
| CM050 | Concept Mastery | 52 | 0 | 0 | 52 | 5.0 |
| | Totals | 82 | 30 | 100 | 212 | 12.5 |

Total Credit Hours: 90.5

# ASSOCIATE DEGREE PROGRAMS OF STUDY

## ASSOCIATE OF OCCUPATIONAL SCIENCE, OCCUPATIONAL THERAPY ASSISTANT

**Locations:** Orange County

### Overview

Classification of Instructional Programs (CIP): 51.0803 (Occupational Therapist Assistant)

Standard Occupational Classification (SOC) Code: 31-2011.00 (Occupational Therapy Assistants), 31-2012.00 (Occupational Therapy Aides)

Quarter Credits: 99.0

Clock Hours: 1760

Method of Delivery: Blended

Number of Weeks: 80*

Degree/Diploma Awarded: Associate of Occupational Science Degree in Occupational Therapy Assistant

*Weeks may be extended depending on holiday schedules

### Career Training Objective

The students in the Occupational Therapy Assistant (Associate of Occupational Science) program are educated to practice as occupational therapy assistants (OTA). The OTA works under the supervision of the occupational therapist (OT). Throughout the curriculum, OTA students are exposed to traditional areas of practice where occupational therapy professionals deliver their services. These areas of practice include, but are not limited to: working with children and youth in clinical inpatient outpatient services, as well as in schools; working with adults in clinical inpatient outpatient services, as well as in work hardening programs; working with older adults in hospitals, long-term care facilities, and in adult day care centers; and working with adults with mental health and behavioral challenges who receive OT services in behavioral clinics, acute care community hospitals, and state hospitals. The students will have exposure to emerging practice areas, specifically to the driver rehabilitation program.

The OTA program teaches students to implement occupational therapy treatment care plans, train and educate clients and their caregivers, collaborate with clients in designing therapeutic activities, be sensitive to clients' different cultural backgrounds, embrace occupation-based practice as "the means and the end" of the OT practice, and to collaborate with other health care professionals to provide excellent, occupation-based and client-centered care.

The OTA program curriculum, in congruency with our philosophical belief that humans are active beings, encourages students into becoming active in their own process of learning. The curriculum is organized following a human developmental model (biological and psychological) as the conceptual curriculum framework and the three domains of Bloom's Taxonomy of Learning Domains as the categories of educational activities. The human developmental model is used to guide students in learning and understanding the impact of challenges on occupational performance during the life span of individuals, as well as developing their clinical skills. The three domains of Bloom's taxonomy (knowledge, skills, and attitude) are applied throughout the curriculum. The curriculum involves the acquisition of knowledge and the development and shaping of intellectual skills as students begin to recognize facts, procedural patterns, as well as concepts that help in developing cognitive skills. The acquisition of skills pertinent to the profession, such as practice of hands-on activities, is of utmost importance and is used extensively in the curriculum. Personal attitude is very important in the delivery of health care. As such, OTA students' awareness of their own behavioral strengths and weaknesses and how that affects their attitude is strongly emphasized from day one of the program. This is accomplished through self-assessment of behavior using a modified form of the Generic Abilities Assessment tool.

The program is 99 quarter credits to be completed in twenty months. The last four months of the program are dedicated to a full time Fieldwork experience (clinical education under the supervision of an OTA or OT professional).

Graduates of the Occupational Therapy Assistant program will be eligible to take the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice and licenses are usually based on the results of the NBCOT Certification Examination.

**Note:**  a felony conviction may affect a graduate's ability to perform fieldwork, take the NBCOT certification examination, and attain state licensure.

## Instructional Equipment List

- Fully equipped functioning kitchen
- Two fully equipped bathrooms
- Functioning washer-dryer station
- Typical bedroom
- Adaptive equipment for bathing
- Adaptive equipment for dressing
- Adaptive equipment for grooming
- Adaptive equipment for feeding
- Adaptive equipment for cooking
- Anatomical charts and models, skeleton
- Balance equipment for adults and children
- Hand evaluation kits with dynamometer, pinch meter, and goniometers
- Sensation tests
- Electrotherapy, cryotherapy, ultrasound, hydrocollator, paraffin modalities
- Resistant equipment, bars, balls, bands for hand and arm exercise
- Handwriting training supplies and adaptive equipment
- Projectors, computers, and monitors for presentations
- Pulse oximeters and blood pressure kits

- Sensory modulation supplies for adults and children
- Fully equipped children's therapy area including a swing with attachments
- Toys and games for children
- Transfer boards, tub benches, commode chairs
- Treatment tables, mats, bolsters, wedges, mirrors
- Wheelchairs with position equipment
- Children's seating and positioning equipment
- Climbing wall, ramp, and monkey bars
- A variety of walkers and canes
- Computer games
- Computerized assessments for cognitive screening
- Fully equipped splinting center
- Wide variety of developmental, sensory, motor, cognitive, and functional assessments
- Games, workbooks, arts and crafts supplies
- DVDs of educational and popular videos
- Patient education reference materials
- Home safety cards
- Online access to OT instructional videos (ICE Library)

**PROGRAM OUTLINE**

**General Education Courses**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| ANAT200 | Introduction to Anatomy and Physiology | 20 | 0 | 2 |
| ANAT200-L | Introduction to Anatomy and Physiology Lab | 40 | 0 | 2 |
| ENGL100 | Written Communications I** | 40 | 0 | 4 |
| MATH100 | College Mathematics I | 40 | 0 | 4 |
| PSYC100 | Introduction to Psychology** | 40 | 0 | 4 |
| | Totals | 180 | 0 | 16 |

**Core Occupational Therapy Assistant and Other Courses:**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| ANAT206 | Anatomy and Physiology for Rehab Professionals* | 60 | 0 | 4 |
| OTA100 | Principles of OT | 20 | 0 | 2 |
| OTA130 | Conditions in Occupational Therapy I* | 60 | 0 | 4 |
| OTA200 | Therapeutic use of Occupations * | 60 | 0 | 4 |
| OTA170 | Conditions in Occupational Therapy II* | 60 | 0 | 4 |
| OTA210 | Human Structure and Function in Occupational Therapy* | 60 | 0 | 4 |
| HP205 | Professional Communication for Health Professionals* | 50 | 0 | 3 |
| MDTR400 | Medical Terminology | 10 | 0 | 1 |
| OTA220 | Group Dynamics and Leadership* | 30 | 0 | 2 |
| OTA225 | Introduction to Fieldwork | 20 | 0 | 1 |
| OTA245 | Occupational Performance from Birth to Adolescence* | 80 | 0 | 5 |
| OTA230 | Level I Fieldwork | 80 | 60 | 3 |
| OTA250 | Occupational Therapy Services in Psychosocial Settings* | 60 | 0 | 4 |
| OTA260 | Occupational Performance in Adulthood* | 80 | 0 | 5 |
| HP220 | Inter-professional Collaborative Practice & Cultural Competence in Healthcare* | 40 | 0 | 3 |
| OTA270 | Occupational Performance in the Elderly* | 80 | 0 | 5 |
| OTA280 | OTA Clinical Competency | 30 | 0 | 2 |
| HP230 | Business Concepts in Healthcare* | 20 | 0 | 2 |
| OTA300A | Level II Fieldwork A | 340 | 320 | 12.5 |
| OTA290-B | Level II Fieldwork B | 340 | 320 | 12.5 |
| | Totals | 1580 | 700 | 83 |

Total Credit Hours: 99

*Courses delivered in a blended format, a combination of online and on ground.

**Courses delivered fully online.

## ASSOCIATE OF OCCUPATIONAL SCIENCE, PHYSICAL THERAPIST ASSISTANT

**Locations:** Orange County and Ontario

### Overview

Classification of Instructional Programs (CIP): 51. 0806 (Physical Therapist Assistant)

Standard Occupational Classification (SOC) Code: 31-2021.00 (Physical Therapist Assistants)

Quarter Credits: 96.0

Clock Hours: 1590

Method of Delivery: Blended

Number of Weeks: 80*

Degree/Diploma Awarded: Associate of Occupational Science Degree in Physical Therapist Assistant

*Weeks may be extended depending on holiday schedules

### Career Training Objective

The Physical Therapist Assistant (Associate of Occupational Science) program prepares students to implement physical therapy treatment care plans, train patients, conduct treatment interventions, use equipment and observe and record patient progress. Physical Therapist Assistants work under the supervision of a physical therapist in a variety of settings including, but not limited to, ambulatory health care services, hospitals, school settings, federal and county health settings, occupational health settings, and residential care facilities for the elderly.

In the Physical Therapist Assistant (PTA) program, students learn applied anatomy and physiology, applied kinesiology, principles and procedures of physical therapy, basic pediatric, developmental, and geriatric physical therapy principles, neurology and orthopedics, documentation skills, interprofessional communication, psychosocial aspects of healthcare, wound and integumentary care, modalities and electrotherapy, rehabilitation principles in orthotic and prosthetic management, personal and professional ethics, cultural competence and application in healthcare, and healthcare business and management principles and application. Correlated clinical experiences take place in the last two terms of the program.

The training program is divided into eight 10- week terms. General education courses and the PTA core courses are integrated throughout the program. The clinical practicum experience begins in term seven. Successful completion of clinical experiences in varied clinical settings under the supervision of a licensed physical therapist is required.

In the state of California, all applicants for PTA licensure must qualify for and pass the National Physical Therapy Examination (NPTE) (Physical Therapist Assistant Examination) and the California Law Examination (CLE), which relates to the practice of physical therapy in California.

Completion of the program is acknowledged by the award of an Associate of Occupational Science degree. The Physical Therapist Assistant Program in Orange County and Ontario is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), (CAPTE 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; Phone: 703-706-3245; Email: accreditation@apta.org; Website: http://www.capteonline.org). If needing to contact the program/institution directly, please call (714) 763-9173 or email jLwin@americancareercollege.edu. Graduation from a CAPTE-accredited program is required for eligibility to sit for the licensing exam.

The PTA program is designed to help students acquire the knowledge and training to be able to:

1. Perform physical therapy skills and techniques in a safe, competent manner that minimizes risk to the patient, self and others.
2. Demonstrate professional behavior at all times in the classroom and clinical environments.
3. Abide by professional legal and ethical standards as outlined by the American Physical Therapy Association (APTA).

4. Provide competent physical therapy services by taking into consideration patients' differences, values, preferences and needs.
5. Demonstrate effective communication and be able to adapt to situational patient needs.
6. Become competent, effective physical therapist assistants through continual self-assessment of knowledge, skills and behaviors.
7. Demonstrate clinical problem solving when determining patient status, changes in patient status, patient data collection, and need for plan of care modification and or need for other services.
8. Understand effective and appropriate documentation for physical therapy services.
9. Manage resources by participating in the efficient delivery of PT services.

## Instructional Equipment List

- Anatomical charts and models
- Balance trainer/board
- Classroom Response System
- Compression garments and pumps
- Dynamometer, goniometer, gait belts
- Electrotherapy equipment, cryotherapy, ultrasound
- Instructional software resources to augment coursework
- Pneumatic Motorized Arm & Wrist Blood
- Pressure Kits
- Projector, Computer & Monitor
- Prosthetic and orthotic models
- Pulse oximeter, thermometer, stop watch
- Resistance equipment, bars, balls, bands
- Sphygmomanometers & Stethoscope Kits
- Stethoscopes, sphygmomanometer
- Supplies for universal precaution
- Training stairs, parallel bars and ramp
- Transfer boards, tub/ benches, commode
- Treadmill, exercise bicycle
- Treatment tables, mats, bolsters
- Video Camera
- Wheelchair/ walkers/ canes

**PROGRAM OUTLINE:**

**General Education Courses**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| ANAT200 | Introduction to Anatomy and Physiology | 20 | 0 | 2 |
| ANAT200-L | Introduction to Anatomy and Physiology Lab | 40 | 0 | 2 |
| ENGL100 | Written Communications I** | 40 | 0 | 4 |
| MATH100 | College Mathematics I | 40 | 0 | 4 |
| PSYC100 | Introduction to Psychology** | 40 | 0 | 4 |
| | Totals | 180 | 0 | 16 |

**Core Physical Therapist Assistant and Other Courses:**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| ANAT208 | Anatomy and Physiology for Rehab Professionals** | 20 | 0 | 2 |
| ANAT208-L | Anatomy and Physiology for Rehab Professionals Lab | 40 | 0 | 2 |
| PTA100 | Introduction to PTA** | 20 | 0 | 2 |
| PTA100-L | Introduction to PTA Lab | 40 | 0 | 2 |
| PTA104 | Professional Communications for the PTA* | 40 | 0 | 4 |
| PTA211 | Clinical Skills for the PTA** | 20 | 0 | 2 |
| PTA211-L | Clinical Skills for the PTA Lab | 40 | 0 | 2 |
| PTA215 | Musculoskeletal I** | 20 | 0 | 2 |
| PTA215-L | Musculoskeletal I Lab | 40 | 0 | 2 |
| PTA216 | Pathophysiology for the PTA* | 40 | 0 | 4 |
| PTA220 | Therapeutic Exercise I** | 20 | 0 | 2 |
| PTA220-L | Therapeutic Exercise I Lab | 40 | 0 | 2 |
| PTA224 | Development & Rehabilitation Across the Life Span** | 40 | 0 | 4 |
| PTA225 | Musculoskeletal II** | 20 | 0 | 2 |
| PTA225-L | Musculoskeletal II Lab | 40 | 0 | 2 |
| PTA226 | Physical Agents** | 20 | 0 | 2 |
| PTA226-L | Physical Agents Lab | 40 | 0 | 2 |
| PTA234 | Principles of Rehabilitation** | 20 | 0 | 2 |
| PTA234-L | Principles of Rehabilitation Lab | 40 | 0 | 2 |
| PTA235 | Neuromuscular** | 20 | 0 | 2 |
| PTA235-L | Neuromuscular Lab | 40 | 0 | 2 |
| PTA240 | Interprofessional Collaborative Practice & Cultural Competence in Healthcare** | 20 | 0 | 2 |
| PTA241 | Cardiopulmonary** | 10 | 0 | 1 |
| PTA241-L | Cardiopulmonary Lab | 20 | 0 | 1 |
| PTA242 | PTA Law, Ethics & Professionalism** | 20 | 0 | 2 |
| PTA245 | PTA Clinical Competency Review** | 20 | 0 | 2 |
| PTA245-L | PTA Clinical Competency Review Lab | 40 | 0 | 2 |
| PTA250 | Clinical Practicum I | 300 | 300 | 10 |
| PTA255 | Clinical Practicum II | 300 | 300 | 10 |
| PTA265 | PTA Licensure Exam Review** | 20 | 0 | 2 |
| | Totals | 1410 | 600 | 80 |

Total Credit Hours: 96

*Courses delivered in a blended format, a combination of online and on ground.

** Courses delivered fully online.

## ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOGRAPHY

**Locations:** Los Angeles, Orange County, and Ontario

## Overview

Classification of Instructional Programs Code (CIP): 51.0911 (Radiologic Technology/Science - Radiographer)

Standard Occupational Classification Code (SOC): 29-2034.00 (Radiologic Technologists)

Quarter Credits: 130.0

Clock Hours: 2660

Method of Delivery: Blended

Number of Weeks: 100*

Degree/Diploma Awarded: Associate of Occupational Science Degree in Radiography

*Weeks may be extended depending on holiday schedules

## Career Training Objective

The profession of radiology is guided by the ASRT and ARRT Code of Ethics and therefore it is the expectation of the College that each graduate following successful completion of the certification and registration exam, will work within legal and ethical boundaries. This responsibility requires dedication to applying standards that are outlined within the Code of Ethics for the Radiologic Technologist. Radiography is also a dynamic discipline that requires growth, personally and professionally, to better prepare for future needs of the profession. These needs may vary in many ways, dependent not only in the environment where one is employed, but across the profession as it changes. While the radiography program provides the requisite knowledge and skills to become competent as an entry level R.T., the program is confident that each graduate adopts the same enthusiasm for self-improvement.

The program will:

1. Provide learning experiences that prepare every student for competent performance as a radiologic technologist that includes, but is not limited to: lecture, interactive and self-discovery activities, problem-based case presentations, small group discussions, mentoring, tactile/kinesthetic activities provided through laboratory experiences and clinical practicums.

2. Provide comprehensive academic and clinical preparation for each student to have a successful result on the ARRT certification and registration exam.

3. Graduate professionals that enthusiastically display leadership responsibilities while providing competent care.

4. Provide access to activities that foster community awareness while responding to the needs of the community.

5. Ensure that the standards required for accreditation for the College and the program is maintained.

6. Support the community of radiologic technologists and health care professionals by providing opportunities for professional development.

## Instructional Equipment List

- CR/DR digital equipment
- Lead aprons
- Lead gloves
- Lead mats
- Mini C-arm unit
- Mobile shields
- Patient shields
- Penetrometer Phantoms: torso, chest, hand, elbow, foot, knee
- Portable radiography unit
- Sandbags
- Sponges

- Thyroid shields
- X-Ray unit: console, table with float top, tube/collimator, wall unit

## PROGRAM OUTLINE

**General Education Courses:**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| ANAT200 | Introduction to Anatomy and Physiology | 20 | 0 | 2 |
| ANAT200-L | Introduction to Anatomy and Physiology Lab | 40 | 0 | 2 |
| ENGL100 | Written Communications I** | 40 | 0 | 4 |
| MATH100 | College Mathematics I | 40 | 0 | 4 |
| PSYC100 | Introduction to Psychology** | 40 | 0 | 4 |
| | Totals | 180 | 0 | 16 |

**Core Radiography and Other Courses:**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| RAD120 | Introduction to Radiologic Sciences | 10 | 0 | 1 |
| RAD150 | Medical Terminology* | 30 | 0 | 3 |
| RAD220 | Radiographic Physics | 30 | 0 | 3 |
| RAD250 | Principles of Image Production | 70 | 0 | 6 |
| RAD320 | Radiographic Positioning I | 60 | 0 | 4 |
| RAD350 | Radiation Biology and Protection | 70 | 0 | 6 |
| RAD370 | Digital Imaging* | 20 | 0 | 2 |
| RAD420 | Patient Care* | 40 | 0 | 3 |
| RAD450 | Radiographic Positioning II | 60 | 0 | 4 |
| RAD470 | Law and Ethics in Imaging* | 20 | 0 | 2 |
| RAD500C | Clinical Practicum I | 300 | 300 | 10 |
| RAD520 | Radiographic Positioning III | 60 | 0 | 4 |
| RAD600C | Clinical Practicum II | 300 | 300 | 10 |
| RAD620 | Pharmacology/Venipuncture* | 30 | 0 | 2 |
| RAD700C | Clinical Practicum III | 300 | 300 | 10 |
| RAD720 | Introduction to Computed Tomography with Cross Sectional Anatomy* | 40 | 0 | 4 |
| RAD800C | Clinical Practicum IV | 300 | 300 | 10 |
| CAREER200 | Career Advantage** | 20 | 0 | 2 |
| RAD900C | Clinical Practicum V | 300 | 300 | 10 |
| RADSEM1 | Radiology Seminar I | 30 | 0 | 3 |
| RAD1000C | Clinical Practicum VI | 360 | 360 | 12 |
| RADSEM2 | Radiology Seminar II | 30 | 0 | 3 |
| | Totals | 2480 | 1860 | 114 |

Total Credit Hours: 130
*Courses delivered in a blended format, a combination of online and on ground.
**Courses delivered fully online.

## ASSOCIATE OF OCCUPATIONAL SCIENCE IN RESPIRATORY THERAPY

**Locations:** Los Angeles, Orange County, and Ontario

## Overview

Classification of Instructional Programs (CIP): 51.0908 (Respiratory Care Therapy/Therapist)

Standard Occupational Classification (SOC) Code: 29-1126.00 (Respiratory Therapist), 29-2054.00 (Respiratory Therapy Technicians)

Quarter Credits: 103.0

Clock Hours: 1580

Method of Delivery: Blended

Number of Weeks: 80*

Degree/Diploma Awarded: Associate of Occupational Science Degree in Respiratory Therapy

*Weeks may be extended depending on holiday schedules

## Career Training Objective

The Associate of Occupational Science degree in Respiratory Therapy program is designed to prepare students as entry-level Respiratory Therapists with the competencies and skills needed to assist with patient respiratory care.

Respiratory Care is a health care discipline which specializes in the promotion of optimum cardiopulmonary function and health. Respiratory Therapists apply scientific principles to prevent, identify, and treat acute or chronic dysfunction of the cardiopulmonary system. Knowledge of the scientific principles underlying cardiopulmonary physiology and pathophysiology, as well as biomedical engineering and technology, enable respiratory therapists to effectively offer preventative care to, as well as assess, educate, and treat patients with cardiopulmonary deficiencies.

As a health care profession, Respiratory Care is practiced under medical direction across the health care continuum. Critical thinking, patient/ environment assessment skills, and evidence-based clinical practice guidelines enable respiratory therapists to develop and implement effective care plans, patient-driven protocols, disease-based clinical pathways, and disease management programs. A variety of venues serve as the practice site for this health care profession including, but not limited to: acute care hospitals, sleep disorder centers and diagnostic laboratories, rehabilitation, research and skilled nursing facilities, patients' homes, patient transport systems, physician offices, convalescent and retirement centers, educational institutions, field representatives and wellness centers.

The training program is divided into eight 10-week quarters consisting of general education, anatomy and physiology, core respiratory therapy, and clinical practicum courses. Clinical experience in hospital or clinical settings is required for successful completion of the program. Clinical rotations total 720 hours. Each quarter is comprised of prescribed subjects or studies that build upon each other.

Completion of the program is acknowledged by the awarding of an Associate of Occupational Science degree.

## Instructional Equipment List

- Adult Practice Manikins
- Airway Heart and Lung Models
- Crash Cart
- Mechanical Ventilators
- Tracheotomy Trays
- Neonatal Practice Manikins, oxygen, humidity, lung expansion, airway management, pulmonary function, and secretion clearance equipment for skill practice
- Pediatric Practice Manikins
- Piped Air, Oxygen and Suction

**PROGRAM OUTLINE**

**General Education Courses:**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| ANAT105 | Introduction to Anatomy and Physiology | 60 | 0 | 6 |
| ENGL100 | Written Communications I** | 40 | 0 | 4 |
| MATH110 | College Mathematics I* | 40 | 0 | 4 |
| PSYC100 | Introduction to Psychology** | 40 | 0 | 4 |
| | Totals | 180 | 0 | 18 |

**Core Respiratory Therapy and other Courses:**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| CAREER100 | Career Advantage** | 20 | 0 | 1 |
| RCP100 | Introduction to Respiratory Science | 30 | 0 | 3 |
| RCP100-L | Introduction to Respiratory Science Lab | 20 | 0 | 1 |
| RCP200 | Cardiopulmonary Anatomy and Physiology | 40 | 0 | 4 |
| RCP250 | Respiratory Procedures I | 30 | 0 | 3 |
| RCP250-L | Respiratory Procedures I Lab | 20 | 0 | 1 |
| RCP300 | Respiratory Pharmacology | 30 | 0 | 3 |
| RCP370 | Adult Cardiopulmonary Pathophysiology I | 40 | 0 | 4 |
| RCP330 | Respiratory Procedures II | 40 | 0 | 4 |
| RCP330-L | Respiratory Procedures II Lab | 20 | 0 | 1 |
| RCP550 | Introduction to Clinical Practicum | 40 | 0 | 4 |
| RCP470 | Adult Cardiopulmonary Pathophysiology II | 40 | 0 | 4 |
| RCP450 | Cardiopulmonary Diagnostic Testing and Pulmonary Rehabilitation | 30 | 0 | 3 |
| RCP450-L | Cardiopulmonary Diagnostic Testing and Pulmonary Rehabilitation  Lab | 20 | 0 | 1 |
| RCP500 | Mechanical Ventilation I | 60 | 0 | 6 |
| RCP500-L | Mechanical Ventilation I Lab | 20 | 0 | 1 |
| RCP600 | Neonatal / Pediatric Cardiopulmonary Pathophysiology | 40 | 0 | 4 |
| RCP600-L | Neonatal/Pediatric Cardiopulmonary Pathophysiology-Lab | 20 | 0 | 1 |
| RCP700 | Advanced Concepts | 60 | 0 | 6 |
| RCP800 | Board Review | 60 | 0 | 6 |
| RTCP210 | Clinical Practicum I | 240 | 240 | 8 |
| RTCP212 | Clinical Practicum II | 240 | 240 | 8 |
| RTCP214 | Clinical Practicum III | 240 | 240 | 8 |
| | Totals | 1580 | 720 | 85 |

Total Credit Hours: 103

*Courses delivered in a blended format, a combination of online and ground

**Courses delivered fully online.

## ASSOCIATE OF OCCUPATIONAL SCIENCE IN SURGICAL TECHNOLOGY

**Locations:** Los Angeles, Orange County, and Ontario

## Overview

Classification of Instructional Programs (CIP): 51.0909 (Surgical Technology/Technologist)

Standard Occupational Classification (SOC) Code: 29-2055.00 (Surgical Technologists)

Quarter Credits: 102.0

Clock Hours: 1600

Method of Delivery: Blended

Number of Weeks: 80*

Degree/Diploma Awarded: Associate of Occupational Science Degree in Surgical Technology

*Weeks may be extended depending on holiday schedules

## Career Training Objective

The goal of the Associate of Occupational Science Degree in Surgical Technology program is the preparation of competent entry-level surgical technologists in the cognitive, psychomotor and affective learning domains needed to assist with surgical patient care.

The program achieves the primary educational objectives through lectures combined with text, visual aids, and personal experiences of the faculty. The syllabi are such that they allow both depth and scope and adequate time to fully cover each subject. Objectives are reviewed regularly and consistently to make certain they are met.

Select core courses in the Surgical Technology program will be in a blended delivery format. Blended courses combine traditional or face-to-face classroom instruction with an online learning environment to optimize the learning experience of the user. Blended courses are indicated by an asterisk (*) in the course listings below.

"Cognitive Domain." The student will: 1) understand the fundamentals of Human Anatomy and Physiology, Microbiology, and Infectious Process and relate these to safe patient care practices; 2) understand the principles of safe patient care in preoperative, intraoperative, and postoperative settings; and 3) recognize the Surgical Technologist's independent role with the other team members and ancillary service providers.

"Psychomotor Domain." The student will: 1) develop and apply fundamental surgical-assisting skills through practice and evaluation in clinical settings; 2) effectively and accurately apply the principles of asepsis across the range of common surgical experiences; and 3) apply standard precautions and other recognized safe practice guidelines in all surgical settings.

"Affective Domain." The student will: 1) appreciate the variety of patients' needs and the impact of their personal, physical, emotional, and cultural experiences in providing patient care; 2) demonstrate professional responsibility in performance, attitude, and personal conduct; and 3) provide optimal patient care within the confines of the health care community.

The Surgical Technologist functions in association with nurses and surgeons as part of the operating room team to provide care to the patient during the crucial periods of surgery. The Surgical Technologist must create and maintain a safe operating room environment through aseptic surgical techniques. The Surgical Technologist must know the fundamental steps and routine procedures needed to assist the surgeon in the use of surgical instrumentation. Maintaining the equipment and sterile supplies needed to successfully complete each operation is essential to perform efficiently as a member of the surgical team.

The training program is divided into eight 10-week quarters. Clinical experience in hospital settings and surgery centers is required for successful completion of the program, and these clinical rotations total 540 hours (270 hours in quarter VII and 270 hours in quarter VIII). Each quarter is comprised of prescribed subjects or studies that build upon each other.

To complete the program, students must sit for the certification examination administered by the National Board of Surgical Technology and Surgical Assisting. Graduates will qualify for employment as entry-level Surgical Technologists with hospitals and surgery centers.

Completion of the program is acknowledged by the awarding of an Associate of Occupational Science degree.

## Instructional Equipment List

- Anatomical Model
- Back Tables
- Caps
- Face Shields
- Gloves/Gowns
- Gurney
- Laparoscopic Instruments
- Major Tray
- Masks
- Mayo stands
- Minor Tray
- OR Table
- Shoe covers

PROGRAM OUTLINE

**General Education Courses:**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| ANAT205 | Introduction to Anatomy and Physiology | 20 | 0 | 2 |
| ANAT205-L | Introduction to Anatomy and Physiology Lab | 40 | 0 | 2 |
| ENGL100 | Written Communications I* | 40 | 0 | 4 |
| MATH110 | College Mathematics I | 40 | 0 | 4 |
| PSYC100 | Introduction to Psychology* | 40 | 0 | 4 |
| | Totals | 180 | 0 | 16 |

**Core Surgical Technology and Other Courses:**

| Course Number | Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| MEDTR110 | Medical Terminology | 40 | 0 | 4 |
| SURG100 | Introduction to Surgical Technology | 40 | 0 | 4 |
| SURG111 | Surgical Techniques I | 40 | 0 | 4 |
| SURG111-L | Surgical Techniques I Lab | 80 | 0 | 4 |
| ANAT240 | Advanced Anatomy and Physiology | 60 | 0 | 6 |
| SURG131-L | Surgical Techniques II Lab | 80 | 0 | 4 |
| SURG210 | Pathophysiology I | 40 | 0 | 4 |
| SURG260 | Surgical Procedures I | 80 | 0 | 4 |
| SURG230 | Pathophysiology II | 40 | 0 | 4 |
| SURG270 | Surgical Procedures II | 80 | 0 | 4 |
| SURG140 | General Microbiology | 40 | 0 | 4 |
| CAREER200 | Career Advantage** | 20 | 0 | 2 |
| SURG200 | Pharmacology | 40 | 0 | 4 |
| SURG251 | Clinical Orientation | 40 | 0 | 4 |
| SURG251-L | Clinical Orientation Lab | 80 | 0 | 4 |
| SURG296-A | National Certification Review I | 40 | 0 | 4 |
| SURG282 | Clinical Practicum I | 270 | 270 | 9 |
| SURG296-B | National Certification Review II | 40 | 0 | 4 |
| SURG292 | Clinical Practicum II | 270 | 270 | 9 |
| | Totals | 1420 | 540 | 86 |

Total Credit Hours: 102
*Courses delivered in a blended format, a combination of online and on ground.
**Courses delivered fully online.

## ASSOCIATE OF SCIENCE DEGREE IN NURSING

**Locations:** Los Angeles and Ontario

### Overview

Classification of Instructional Programs Code (CIP): 51.3801 (Nursing/Registered Nurse (RN, ASN, BSN, MSN))

Standard Occupational Classification Code (SOC): 29-1141.00 (Registered Nurses)

Clock Hours: 1580

Quarter Credits: 99.0

Method of Delivery: Blended

Number of Weeks: 80*

Degree/Diploma Awarded: Associate of Science Degree in Nursing

*Weeks may be extended depending on holiday schedules

### Career Training Objective

A total of 99 quarter credits are required to earn the Associate of Science Degree in Nursing (ADN), which includes completion of general education, fundamentals of nursing, beginning, intermediate, and advanced medical/surgical nursing, obstetrics and pediatrics, mental health, geriatrics, community health nursing, and leadership with co-requisite clinical practicums for each course. Selected courses in the ADN program will be in a fully online delivery format.

The objective of this program is to provide students with the appropriate general education, didactic theory, and hands-on skills required to begin a career as a professional nurse.

The ADN program teaches students to use critical thinking, clinical reasoning and the nursing process to deliver evidence-based, patient-centered care for diverse patients in common and emerging health care settings. In collaboration with interdisciplinary team members, assist clients through self-care deficits and health deviations. Students will learn to use informatics to communicate, access, monitor and evaluate patient data.

The nursing program is divided into eight 10-week quarters and is in a blended format with each course sharing a percentage of instruction online and a percentage of instruction face to face. Graduates of this program may pursue entry-level positions as Registered Nurses in a variety of health care settings.

In the state of California, all applicants for RN licensure must qualify for and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN), which relates to the practice of registered nursing.

Completion of the program is acknowledged by the awarding of an Associate of Science Degree in Nursing.

### Instructional Equipment List

- IV Fluid
- Bandage Scissors
- Tubing
- Hemostats
- Foley Catheter Tray
- Syringes (no needles)
- Stethoscope
- Suction Equipment

### LVN to RN Program Option

*Prospective students' ability to complete the following program options is on a seat availability basis and at the discretion of the Director of Nursing.*

The LVN may desire to complete the entire Registered Nursing curriculum beginning with the first term of the program. Other options for the LVN include the following:

**LVN to Non-Degree Nurse (45 Quarter Unit option)**

Prior to admission, an LVN applicant will meet with the DON who provides objective counseling for the 45-unit option. Persons interested in this curriculum option are advised that a degree will **not** be granted, a certificate will **not** be given, and the student will **not** be a graduate of the ADN nursing program. A transcript which documents the required courses completed for RN licensure will be available. Completion of this option may not be recognized for RN licensure outside of California.

Each candidate will be assessed individually including review of LVN transcripts and other Advanced Placement Criteria by the DON.

Students who have chosen the 45-unit LVN option must have a current unencumbered LVN license in the State of California and must have successfully completed the required coursework with a minimum grade of C. IV Certification is required.

| ACC LVN 45 Unit RN Curriculum Guide | | Credits | General Education | General Education within Area of Study | Area of Study |
|---|---|---|---|---|---|
| **10 Week Quarters** | | | | | |
| **Term 1** | | | | | |
| **PHYS111** | Human Physiology with Lab | 4 | | X | |
| **Term 2** | | | | | |
| **MICR112** | General Microbiology with Lab | 4 | | X | |
| **Term 3** | | | | | |
| **PHARM113** | Pharmacology | 4 | | | X |
| **Term 4** | | | | | |
| **NURS116** | Behavioral Health Nursing | 4 | | | X |
| **NURS116C** | Behavioral Health Nursing Lab/Clinical | 4 | | | X |
| **Term 5** | | | | | |
| **NURS115** | Intermediate Medical/Surgical Nursing | 4 | | | X |
| **NURS115C** | Intermediate Medical/Surgical Nursing Clinical | 4 | | | X |
| **Term 7** | | | | | |
| **NURS117** | Advanced Medical/Surgical Nursing | 4 | | | X |
| **NURS117C** | Advanced Medical/Surgical Nursing Lab/Clinical | 4 | | | X |
| **Term 8** | | | | | |
| **NURS118** | Advanced Medical/Surgical Nursing II Leadership | 4 | | | X |
| **NURS118C** | Advanced Medical/Surgical Nursing II Lab/Clinical | 4 | | | X |
| **NURS102** | Professional Communication & Role Transition Advanced Seminar | 2 | | | X |
| **Total Program Quarter Credits** | | **46** | | | |

**PROGRAM OUTLINE**

**General Education Courses:**

| Course Number | Course Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| MATH100 | College Mathematics I | 40 | 0 | 4 |
| PSYC100 | Introduction to Psychology** | 40 | 0 | 4 |
| ENGL100 | Written Communications I** | 40 | 0 | 4 |
| SOCY116 | Introduction to Sociology** | 40 | 0 | 4 |
| SPCH117 | Oral Communication** | 40 | 0 | 4 |
| HUM118 | Cultural Pluralism** | 40 | 0 | 4 |
| | Totals | 240 | 0 | 24 |

**Core Associate Degree in Nursing and Other Courses:**

| Course Number | Course Title | Clock Hours | Clinical Hours | Quarter Credits |
|---|---|---|---|---|
| NURS101 | Professional Communication & Role Transition Seminar** | 10 | 0 | 1 |
| ANAT111 | Human Anatomy | 50 | 0 | 4 |
| PHYS111 | Human Physiology | 50 | 0 | 4 |
| NURS112 | Fundamentals of Nursing | 40 | 0 | 4 |
| NURS112C | Fundamentals of Nursing, Clinical | 120 | 120 | 4 |
| MICR112 | General Microbiology | 50 | 0 | 4 |
| NURS113 | Beginning Medical/Surgical Nursing | 40 | 0 | 4 |
| NURS113C | Beginning Medical/Surgical Nursing, Lab/Clinical | 120 | 120 | 4 |
| PHARM113 | Pharmacology for Nursing | 40 | 0 | 4 |
| NURS114 | Maternal/Child Nursing | 40 | 0 | 4 |
| NURS114C | Maternal/Child Nursing, Lab/Clinical | 120 | 120 | 4 |
| NURS115 | Intermediate Medical/Surgical Nursing | 40 | 0 | 4 |
| NURS115C | Intermediate Medical/Surgical, Lab/Clinical | 120 | 120 | 4 |
| NURS116 | Behavioral Health Nursing | 40 | 0 | 4 |
| NURS116C | Behavioral Health Nursing, Lab/Clinical | 120 | 120 | 4 |
| NURS117 | Advanced Medical/Surgical Nursing | 40 | 0 | 4 |
| NURS117C | Advanced Medical/Surgical Nursing, Lab/Clinical | 120 | 120 | 4 |
| NURS118 | Advanced Medical/Surgical Nursing II | 40 | 0 | 4 |
| NURS118C | Advanced Medical/Surgical Nursing II, Lab/Clinical | 120 | 120 | 4 |
| NURS102 | Professional Communication & Role Transition Advanced Seminar | 20 | 0 | 2 |
| | Totals | 1340 | 840 | 75 |

Total Credit Hours: 99

**Courses delivered fully online.

# CAMPUS STAFF AND FACULTY LISTINGS

## American Career College – Los Angeles

**Campus Management Team**

**Lani Townsend, MA, BA**
Executive Director
Stanford University, Stanford, Master of Arts in Education
University of California, Davis, Bachelor of Arts in Physical Education
email: lTownsend@americancareercollege.edu

**Jamison Wallington, M.Div., BSBA, AA**
Director, Education
Andrews University, Berrien Springs, Master of Divinity
University of Phoenix, Phoenix, Bachelor of Science in Business Administration
University of Phoenix, Phoenix, Associate of Arts in Business
American Career College, Anaheim, Vocational Nursing Diploma
email: jWallington@americancareercollege.edu

**Chuck Gover, Ed.D., MS, BSED**
Assistant Director, Education
National University, San Diego, Doctor of Education
Western Governors University, Salt Lake City, Master of Science in Management and Leadership
The University of New Mexico, Albuquerque, Bachelor of Science in Education
Email: cGover@americancareercollege.edu

**Gohar Abrahamian, BS**
Campus Director, Career Services
California Coast University, Santa Ana, Bachelor of Science in Management
email: gohar@americancareercollege.edu

**Garin Yeghiazarian, BA**
Director, Admissions
University of California, Los Angeles, Bachelor of Arts in Psychology
email: gYeghiazarian@americancareercollege.edu

**Dan Peng, MBA, BSBA**
Director, Financial Aid
Everest University, Pompano Beach, Master of Business Administration
California State Polytechnic University, Pomona, Bachelor of Science in Business Administration
Email: dPeng@americancareercollege.edu

**Alicia Suzuki, BSBM, AA**
Manager, Student Accounts
Western Governors University, Salt Lake City, Bachelor of Science in Business Management
Pierce College, Woodland Hills, Associate of Arts
email: aSuzuki@americancareercollege.edu

**Associate of Occupational Science in Radiography**

**Robert Medellin III, MS, BSRS, RT(R)(ARRT), CRT, FRT**
Program Director, Radiography
PIMA Medical Institute, Mesa, Master of Science in Organizational Leadership
PIMA Medical Institute, Mesa, Bachelor of Science in Radiologic Sciences
Kaplan College, North Hollywood, Diploma in Radiologic Technology
Modern Technology School of X-Ray, North Hollywood, Diploma in X-Ray Technology
Modern Technology School of X-Ray, North Hollywood, Diploma in Medical Assisting Back Office
email: rMedellin@americancareercollege.edu

**Michael Burkhart, BS, RT(R)(ARRT), CRT, FRT**
Clinical Manager
Kaplan University, Chicago, Bachelor of Science in Health and Wellness
Brightwood College, North Hollywood, Medical Assistant B.O./X-Ray Tech Diploma
Brightwood College, North Hollywood, Radiologic Technology Diploma

**Jose "Al" Sicairos, BSRS, RT(R)**
Instructor
Pima Medical Institute, Tucson, Bachelor of Science in Radiologic Sciences
Brightwood College, Van Nuys, Radiologic Technology Diploma
Brightwood College, Van Nuys, Medical Assistant Diploma

**Mark Demers II, BSHS, AS. RT(R), CRT, FRT**
Instructor
Southern New Hampshire University, Manchester,
Bachelor of Science in Health Science
Long Beach City College, Long Beach, Associate of Science
in Diagnostic Medical Imaging

**Robin Johnson, MPH, BSRS, ASRT, RT(R)(M)(ARRT), CRT**
Instructor (Adjunct)
Benedictine University, Lisle, Master of Public Health
Loma Linda University, Loma Linda, Bachelor of Science in
Radiation Sciences
Fresno City College, Fresno, Associate of Science in
Radiologic Technology

**Associate of Occupational Science in Respiratory
Therapy**

**Jeff Rutherford, MEd., RCP, RRT**
Program Director
Brandman University, Maryland, Master of Arts in
Educational Leadership and Administration
University of Phoenix, Phoenix, Bachelor of Science in
Health Services
California College of Health Sciences, National City,
Associate of Science in Respiratory Therapy
email: jRutherford@americancareercollege.edu

**Tania Malone, BS, AS, RCP, CRT, RRT**
Clinical Manager
Grand Canyon University, Phoenix, Bachelor of Science in
Health Sciences
Concorde Career College, Garden Grove, Associate of
Science in Respiratory Therapy

**Aaron Fuentez, MAOL, BSRT, AAS, RCP, RRT-NPS, RRT-
ACCS, AE-C**
Instructor
California Coast University, Santa Ana, Master of Arts in
Organizational Leadership
Pima Medical Institute, Tucson, Bachelor of Science in
Respiratory Therapy
California Paramedical and Technical Institute, Riverside,
Associate of Applied Science in Respiratory Therapist

**Anthony Morales, BSRT, RRT**
Instructor
Pima Medical Institute, Tucson, Bachelor of Science in
Respiratory Therapy

**David Jacobson, BSHS, AS, RCP**
Instructor
Grand Canyon University, Phoenix, Bachelor of Science in
Health Science and Professional Development
Concorde Career College, San Bernadino, Associate of
Science in Respiratory Therapy

**Hira Naidu, BS, AAS, RCP, RRT, RRT-NPS**
Instructor
NTR University of Health Sciences, India, Bachelor of
Science in Medicine and Surgery
Lone Star College, Kingwood, Associate of Applied Science
in Respiratory Care

**Mohammed Shakir, AS, RCP, CRT, RRT**
Instructor
Norwalk Community College, Norwalk, Associate of
Science in Respiratory Care

**Associate of Occupational Science in Surgical
Technology**

**David Alfaro, BA, AA, CST**
Program Director
Ashford University, San Diego, Bachelor of Arts in
Healthcare Administration
University of Phoenix, Associate of Arts in General Studies
Naval School of Health Science, San Diego, Surgical
Technologist Certificate
email: dAlfaro@americancareercollege.edu

**Anita Balandra, AOS, CST**
Clinical Manager
American Career College, Los Angeles, Associates of
Occupational Science in Surgical Technology

**Ashley Flores, AOS, AS, CST**
Instructor
American Career College, Los Angeles, Associate of
Occupational Science in Surgical Technology
College of the Canyons, Santa Clarita, Associate of Science
in Computer Applications

**David Tirado, AA, TS-C**
Instructor
Concorde Career Institute, North Hollywood, Associate of
Arts in Surgical Technology

**Elizabeth Navarro, AOS, CST**
Instructor
American Career College, Los Angeles, Associate of Occupational Science in Surgical Technology

**Emily Anton, AOS, CST**
Instructor
American Career College, Los Angeles, Associate of Occupational Science in Surgical Technology

**Mazen Khalil, MD, CST**
Instructor
University of Damascus, Syria, Doctor of Medicine
American Career College, Los Angeles, Surgical Technologist Diploma

**Pablo Larios, AOS, CST**
Instructor
American Career College, Los Angeles, Associate of Occupational Science in Surgical Technology

**William Hamilton, AOS, CST**
Instructor
American Career College, Los Angeles, Associate of Occupational Science in Surgical Technology

**Associate of Science Degree in Nursing**

**Julie France, MSN/Ed, BSN, RN**
Regional Campus Dean, Nursing
Western Governors University, Salt Lake City, Master of Science in Nursing
California State University, Long Beach, Bachelor of Science in Nursing
email: jFrance@americancareercollege.edu

**Rebecca Feltro, DNP, RN**
Campus Assistant Director, ADN Program
West Coast University, Orange County, Doctorate in Nursing Practice
email: rFeltro@americancareercollege.edu

**Esther Wysinger, BS, RDA**
Campus Associate Director of Nursing, Administration
University of Phoenix, Phoenix, Bachelor of Science in Psychology
ConCorde Career Institute, San Bernardino, Dental Assistant Diploma
email: eWysinger@americancareercollege.edu

**Alexandra Blakemore, BSN, RN**
Instructor (Adjunct)
University of Missouri, Columbia, Bachelor of Science in Nursing

**Alyssa Cortez, MSN, BS, RN, CPN**
Instructor
University of San Francisco, Orange, Master of Science in Nursing
California State University, Long Beach, Bachelor of Science Biology

**Antonio Macaraeg, DNP, MSN, BSN, AA, RN, PHN**
Instructor
Grand Canyon University, Phoenix, Doctor in Nursing Practice
Mount Saint Mary's University, Los Angeles, Master of Science in Nursing
California State University, Dominguez Hills, Bachelor of Science in Nursing
Mount Saint Mary's University, Los Angeles, Associate of Arts in Nursing

**Audrey Sutanto, BSN, ADN, RN**
Instructor (Adjunct)
West Coast University, Los Angeles, Bachelor of Science in Nursing
American Career College, Los Angeles, Associate of Science in Nursing

**Christa Cardenas, MSN, BSN, BA, AA, RN, NP/NPF**
Instructor (Adjunct)
University of California, Los Angeles, Master of Science in Nursing
West Coast University, Anaheim, Bachelor of Science in Nursing
University of California, Los Angeles, Bachelor of Arts in English
Santa Monica College, Santa Monica, Associate of Arts

**Cynthia Almacen, MD, BSN, RN**
Instructor (Adjunct)
Virgen Milagrosa University Foundation College of Medicine, San Carlos City, Doctor of Medicine
Dr. Carlos Lanting College, Quezon City, Bachelor of Science in Nursing

**Diane Roque, MSN, BSN, ASN, RN, NP**
Instructor (Adjunct)
Charles R. Drew University, Los Angeles, Master of Science in Nursing

West Coast University, Los Angeles, Bachelor of Science in Nursing
West Coast University, Los Angeles, Associate of Science in Nursing

**Faye Ong, MSN, BSN, RN**
Instructor (Adjunct)
Homestead Schools, Torrance, Master of Science in Nursing
Far Eastern University, Manilla, Bachelor of Science in Nursing

**Hastings Lane, MSN, BSN, BA, RN, NP/NPF, FNP-C**
Instructor (Adjunct)
Chamberlain College of Nursing, Addison, Master of Science in Nursing
Marymount University, Arlington, Bachelor of Science in Nursing
Roger Williams University, Bristol, Bachelor of Arts

**Ivette Hernandez, BSN, AA, RN, CCRN**
Instructor
West Coast University, Anaheim, Bachelor of Science in Nursing
Pasadena City College, Pasadena, Associate of Arts in Natural Sciences

**Kristhine Reynoso, MSN, BSN, RN**
Instructor (Adjunct)
California State University, Los Angeles, Master of Science in Nursing
California State University, Los Angeles, Bachelor of Science in Nursing

**Lara Manese, MD, MSN, BSN, BS, RN**
Instructor (Adjunct)
University of Santo Tomas, Manilla, Doctor of Medicine
Charles Drew University of Medicine & Sciences, Los Angeles, Master of Science in Nursing
Philippine College of Health Sciences, Inc., Manilla, Bachelor of Science in Nursing
University of Santo Tomas, Manilla, Bachelor of Science in Biology

**Lisa Callahan, BSN, AS**
Instructor (Adjunct)
Washburn University, Topeka, Bachelor of Science in Nursing
College of the Canyons, Santa Clarita, Associate of Science in Biological and Physical Sciences

**Maria Dayrit, MSN, RN, CCRN**
Instructor (Adjunct)
Grand Canyon University, Phoenix, Master of Science in Nursing

**May Hamlin, MSN, BSN, RN**
Instructor (Adjunct)
University of Phoenix, Phoenix, Master of Science in Nursing
University of Phoenix, Phoenix, Bachelor of Science in Nursing

**Ngowari "Elizabeth" Warmate, BSN, RN**
Instructor (Adjunct)
Minnesota State University, Mankato, Bachelor of Science in Nursing

**Nora Zaragoza, BSN, ADN, RN**
Instructor (Adjunct)
Chamberlain University, Chicago, Bachelor of Science in Nursing
Los Angeles Valley College, Valley Glen, Associate of Science in Nursing

**Ozo Nwabuzor, DNP, MSN, RN**
Instructor (Adjunct)
Regis College, Weston, Doctor of Nursing Practice
University of Phoenix, Phoenix, Master of Science in Nursing

**Perla Martinez, BSN, BA, RN**
Instructor (Adjunct)
Illinois State University, Normal, Bachelor of Science in Nursing
University of California, Los Angeles, Bachelor of Arts

**Phenporn "June" Montchaikul, BSN, RN**
Instructor (Adjunct)
California State University, Los Angeles, Bachelor of Science in Nursing

**Preetideep Singh, MA**
Instructor
University of Delhi, India, Master Degree in Medical Science

**Rachielle Capati, BSN, AS, RN**
Instructor (Adjunct)
California State University, Fullerton, Bachelor of Science in Nursing
El Camino College, Torrance, Associate of Science in Nursing

**Rebecca Choi, BSN, RN**
Instructor (Adjunct)
University of San Francisco, San Francisco, Bachelor of
Science in Nursing

**Sally Tran, BSN, ASN, RN**
Instructor (Adjunct)
The University of Texas at Arlington, Arlington, Bachelor of
Science in Nursing
Los Angeles County College of Nursing and Allied Health,
Los Angeles, Associate of Science in Nursing

**Victor Covarrubias, MSN, AOS, RN**
Instructor (Adjunct)
West Coast University, Anaheim, Master of Science in
Nursing
American Career College, Los Angeles, Associate of
Science in Nursing

### Dental Assisting

**Anna Loya, MBA, BSHA, RDA, CDA**
Program Director
Columbia Southern University, Orange Beach, Master of
Business Administration
University of Phoenix, La Palma, Bachelor of Science in
Health Administration
email: aLoya@americancareercollege.edu

**Walter Shaw, DDS**
Supervising Dentist
University of California, Los Angeles, Doctor of Dental
Surgery

**Aykanush Manasyan, AA, RDA, CDA**
Instructor
Los Angeles Community College, Los Angeles, Associate of
Arts
Bryman College, San Francisco, Diploma in Dental
Assisting

**La Shonna Guster, RDA**
Instructor
Los Angeles Technology Center, Los Angeles, Dental
Assisting Certificate

**Madalaine Brooks-Kinder, RDA**
Instructor
UEI College, Encino, Dental Assistant Diploma

**Yvette Brown, BSHCA, RDA**
Instructor (Part-Time)
University of Phoenix, Tempa, Bachelor of Science in
Healthcare Administration

**Silvia Davis, RDA**
Externship Coordinator
Bryman College, Los Angeles, Dental Assistant Diploma

### Medical Assistant

**Robert Fick, MS.Ed., BSHCA, CCMA**
Program Director
Purdue University Global, West Lafayette, Master of
Science in Higher Education
Purdue University Global, West Lafayette, Bachelor of
Science in Healthcare Administration
email: rFick@americancareercollege.edu

**Mary-Suzanne McPetrie, RMA**
Assistant Program Director
Qualified by Occupational Experience

**Brenda Mandujano, NCMA**
Instructor (Adjunct)
UEI College, Huntington Park, Medical Assistant Diploma

**Cecilia Fierro, NCMA, NCPT**
Instructor
UEI College, Huntington Park, Medical Assistant Diploma
Healthcare Career College, Paramount, Certified
Phlebotomy Technician

**Christopher Aono, MPH, BS, AA, CCMA, CPT**
Instructor (Adjunct)
California State University, Los Angeles, Master of Public
Health
California State University, Los Angeles, Bachelor of
Science in Public Health
Los Angeles City College, Los Angeles, Associate of Arts

**Claudinet Gomez, MD, CCMA**
Instructor
Universidad Michoacana de San Nicolas de Hidalgo,
Morelia, Doctor of Medicine

**James Ormsby, NCMA, NCPT**
Instructor
Everest College, Anaheim, Medical Assisting Diploma

**Lizzette Rivas, BSCJ, NCMA**
Instructor
Westwood College, Long Beach, Bachelor of Science in Criminal Justice
UEI College, Huntington Park, Medical Assistant Diploma

**Marco De Jesus Alcantar, CACMA**
Instructor (Part-Time)
Everest College, Reseda, Medical Assistant Diploma

**Melinda Covarrubias, NRCMA**
Instructor (Part-Time)
Qualified by Occupational Experience

**Moises Tecpanecatl Postiga, BS, AAS, NCMA**
Instructor
CBD College, Los Angeles, Bachelor of Science in Health Science
CBD College, Los Angeles, Associate of Applies Science in Magnetic Resonance Imaging
American Career College, Los Angeles, Medical Assistant Diploma

**Noemi de Melara, NCMA**
Instructor
United Education Institute, Anaheim, Medical Assistant Diploma

**Sonia Olaguez, NCMA**
Instructor
United Education Institute, Huntington Park, Medical Assistant Diploma

**Zulma Yes, NCMA**
Instructor (Part-Time)
Associated Technical College, Los Angeles, Medical Assistant/Cardiac Technician Diploma

**Carlos Rodriguez, AA, NCMA**
Externship Coordinator
Southern New Hampshire University, Manchester, Associate of Arts
Brightwood College, Vista, Medical Assistant Diploma

**Michael Garcia, NCMA**
Externship Coordinator
American Career College, Los Angeles, Medical Assistant Diploma

## Optical Technician

**Jacsia Polanco, RSLD, ABOC**
Program Director
American Career College, Los Angeles, Diploma in Optical Dispensing
Email: jPolanco@americancareercollege.edu

**Adrianna Arias, ABOC, NCLEC**
Instructor
American Career College, Los Angeles, Diploma in Optical Dispensing

## Pharmacy Technician

**Kelly Burns-Santos, MSML, BA, CPhT, PT**
Program Director
Western Governors University, Salt Lake City, Master of Science in Management and Leadership
Louisiana Tech University, Ruston, Bachelor of General Studies
email: kBurnsSantos@americancareercollege.edu

**Brenda Hawkins-Crosby, CPhT, PT**
Instructor
North-West College, Long Beach, Pharmacy Technician Diploma

**Hector Haro, AS, AA, CPhT, PT**
Instructor
Cerritos College, Norwalk, Associate of Science in Natural Sciences
Cerritos College, Norwalk, Associate of Arts in Pharmacy Technology

**Mensur Hamud, BS, CPhT, PT**
Instructor
Moscow Chemical Technological Institute, Moscow, Bachelor of Science
American Career College, Los Angeles, Pharmacy Technician Diploma

**Tadeh Eyvazian, CPhT, PT**
Externship Coordinator
American Career College, Los Angeles, Pharmacy Technician Diploma

## Vocational Nursing

**Julie France, MSN Ed, BSN, RN**
Regional Campus Dean, Nursing
Western Governors University, Millcreek, Master of Science in Nursing
California State University, Long Beach, Bachelor of Science in Nursing
email: jFrance@americancareercollege.edu

**Armando Bolanos, ADN, RN, VN**
Campus Associate Director of Nursing, Administration
American Career College, Los Angeles, Associate of Science in Nursing
American Career College, Los Angeles, Vocational Nursing Diploma email: aBolanos@americancareercollege.edu

**Kevin McCormick, BS, VN**
Campus Associate Director of Nursing, Administration
California State University, Northridge, Bachelor of Science in Kinesiology
American Career College, Los Angeles, Vocational Nursing Diploma
Email: kMcCormick@americancareercollege.edu

**Latoya Seaton, BSN, VN**
Campus Associate Director Nursing, Administration
Western Governors University, Salt Lake City, Bachelor of Science in Nursing
Los Angeles Unified School District, Los Angeles, Certified Nursing Assistant Diploma
Email: lSeaton@americancareercollege.edu

**Nicole Lopez, MSN, RN**
Campus Associate Director Nursing, Academics
West Coast University, Anaheim, Master of Science in Nursing
email: NicLopez@americancareercollege.edu

**Jajaira Bonilla, VN**
Assistant Director, Persistence and Outcomes
American Career College, Lynwood, Vocational Nursing Diploma
Email: JajBonilla@americancareercollege.edu

**Jovelyn Sabino- Lasmarias, VN**
Clinical Operations Manager
American Career College, Los Angeles, Vocational Nursing Diploma

**Alex Tsatourian, MSN, BSN, RN**
Instructor (Adjunct)
West Coast University, North Hollywood, Master of Science in Nursing
West Coast University, North Hollywood, Bachelor of Science in Nursing

**Anniece Williams, MPA, BSN, ADN, RN**
Instructor (Adjunct)
California State University, Northridge, Master of Public Administration
California State University, Dominguez Hills, Bachelor of Science in Nursing
Los Angeles Southwest College, Los Angeles, Associate of Science in Nursing

**Anthony Pascual, MSN, BSN, RN, VN**
Instructor
West Coast University, Anaheim, Master of Science in Nursing
West Coast University, North Hollywood, Bachelor of Science in Nursing
American Career College, Los Angeles, Vocational Nursing Diploma

**Arianne Tulabut, MSN, BSN, CMSRN, RN**
Instructor
California State University, Los Angeles, Master of Science in Nursing
Rutgers - the State University of New Jersey, Newark, Bachelor of Science in Nursing

**Barbara Anthony, MSN, BSN, RN/PHN**
Instructor (Adjunct)
California State University, Fullerton, Master of Science in Nursing
California State University, Fullerton, Bachelor of Science in Nursing

**Bernadette Laroya, MSN, BSN, RN**
Instructor (Adjunct)
West Coast University, Anaheim, Master of Science in Nursing
West Coast University, Anaheim, Bachelor of Science in Nursing
American Career College, Anaheim, Vocational Nursing Diploma

**Brittanye Cole, BSHS, VN**
Instructor (Adjunct)
Los Angeles Pacific University, Azusa, Bachelor of Science in Health Sciences
Casa Loma College, Hawthorne, Vocational Nursing Diploma

**Cynthia Lipkins, MSN, BA, AA, RN**
Instructor (Adjunct)
Grand Canyon University, Phoenix, Master of Science in Nursing
University of California, Los Angeles, Bachelor of Arts
Los Angeles Southwest College, Los Angeles, Associate of Arts

**Djamina "Ina" Handojo, DNP, MD, MSN, ADN, RN**
Instructor
West Coast University, Anaheim, Doctor of Nursing Practice
Universitas Kristen Marantha, Indonesia, Doctor of Medicine
Grand Canyon University, Phoenix, Master of Science in Nursing
West Coast University, Anaheim, Associate Degree in Nursing
Summit College, Colton, Vocational Nursing Diploma

**Edgar Oropeza, BSHCA, VN**
Instructor
Grand Canyon University, Phoenix, Bachelor of Science in Healthcare Administration

**Emma Aquino-Maneja, DNP, MA, BSN, RN**
Instructor (Adjunct)
American Sentinel University, Aurora, Doctor of Nursing Practice
De La Salle University, Manila, Master of Arts/Education
University of Santo Tomas, Manila, Bachelor of Science in Nursing

**Eve Santos, VN**
Instructor
CNI College, Santa Ana, Vocational Nursing Diploma

**Ezra Nwosu, BA, AS, VN**
Instructor
University of Ilorin, Nigeria, Bachelor of Arts in History
Sienna College, Lauderhill, Associate of Science in Nursing
Casa Loma College, Van Nuys, Vocational Nursing Diploma

**Farah Calib, MSN-Ed, MA, BSN, RN**
Instructor
California State University, Dominguez Hills, Master of Science in Nursing Education
Alagappa University, Karaikudi India, Master of Arts in Education
University of Delhi, India, Bachelor of Science in Nursing

**Gabriela Gonzalez, BSN, RN, PHN, VN**
Instructor (Adjunct)
West Coast University, North Hollywood, Bachelor of Science in Nursing

**Gema Vasquez, BSN, RN, PHN**
Instructor (Adjunct)
West Coast University, North Hollywood, Bachelor of Science in Nursing

**Henry Ramirez, MSN, BSN, AA, RN, VN**
Instructor
West Coast University, Anaheim, Master of Science in Nursing
West Coast University, North Hollywood, Bachelor of Science in Nursing
Pasadena City College, Pasadena, Associate of Arts
Concorde Career College, North Hollywood, Vocational Nursing Diploma
Concorde Career College, North Hollywood, IV Therapy/Blood Withdrawal Certificate

**Jamie Reddy, BPS, VN**
Instructor (Part-Time)
Berklee College of Music, Boston, Bachelor of Professional Studies in Music Business
NCP College of Nursing, Hayward, Vocational Nursing Certificate

**Jocelyn Jimenez, BSPT, VN**
Instructor
University of Perpetual Help Rizal, Las Pinas, Bachelor of Science in Physical Therapy
American Career College, Los Angeles, Vocational Nursing Diploma

**Karla Moreno Pena, ADN, VN**
Instructor
American Career College, Los Angeles, Associate of Science in Nursing
American Career College, Los Angeles, Vocational Nursing Diploma

**Katherine Abanil, BS, VN**
Instructor
University of Phoenix, Gardena, Bachelor of Science in Human Services
American Career College, Los Angeles, Vocational Nursing Diploma

**Lady Yurika Bonita, BSN, RN**
Instructor (Adjunct)

St. Jude College, Manila, Bachelor of Science in Nursing

**Liezel Obando, VN**
Instructor (Adjunct)
American Career College, Los Angeles, Vocational Nursing Diploma

**Lola Harvey, BSN, AA, RN/PHN**
Instructor (Adjunct)
University of Phoenix, Gardena, Bachelor of Science in Nursing
Mount Saint Mary's University, Los Angeles, Associate of Arts

**Maria Rivas, VN, PN**
Instructor
Charter College, Canyon Country, Vocational Nursing Certificate

**Marissa Dacumos, BSEd, VN**
Instructor
Philippine Normal University, Manila, Bachelor of Science in Secondary Education
Preferred College of Nursing, Van Nuys, Vocational Nursing Certificate

**Mayla Gallego Delupio, BS, VN**
Instructor (Adjunct)
California State University, Los Angeles, Bachelor of Science in Computer Information Systems

**Michael Stout, RN**
Instructor
Marian College, Los Angeles, Vocational Nursing Diploma

**Nicholaus Parham, VN**
Instructor
Concorde Career College, North Hollywood, Vocational Nursing Diploma

**Phillip Uribe, BSN, AS, RN**
Instructor (Adjunct)
National University, San Diego, Bachelor of Science in Nursing
Long Beach City College, Long Beach, Associate in Fire Science

**Rachelle Moniz, BSHS, VN**
Instructor
California State University, Dominguez Hills, Bachelor of Science in Health Sciences
Stanbridge University, Irvine, Vocational Nursing Diploma

**Rinet Isajyan, MA, BA, ADN, RN**
Instructor (Adjunct)
Yerevan State University, Armenia, Master of Arts in Economic Theory
Yerevan State University, Armenia, Bachelor of Arts in International Relations
American Career College, Los Angeles, Associate Degree in Nursing

**Sheryl Randazzo, VN**
Instructor
American Career College, Los Angeles, Vocational Nursing Diploma

**Shirley Perez, BA, VN**
Instructor (Part-Time)
Platt College, Bachelor of Arts in Health Care Management
American Career College, Los Angeles, Vocational Nursing Diploma

**Sukhwant Singh, BSN, BA, RN, PHN**
Instructor (Adjunct)
California State University, Northridge, Bachelor of Science in Nursing
University of California, Los Angeles, Bachelor of Arts in Anthropology

**Williamson Lai, VN**
Instructor
American Career College, Los Angeles, Vocational Nursing Diploma

## General Education

**Allison Leggett, EdD, MA/Ed, MS, BS**
Instructor, Gen Ed
University of Phoenix, Phoenix, Doctor of Education
Pepperdine University, Malibu, Master of Arts in Education
Pepperdine University, Malibu, Master of Science in Administration
University of California, Los Angeles, Bachelor of Science in Chemistry

**Cezar Luchian, MS, MA, BS, BA**
Instructor, Gen Ed (Adjunct)
University of Bucharest, Romania, Master of Science in Mathematics
Andrews University, Berrien Springs, Master of Arts in Religion
University of Bucharest, Romania, Bachelor of Science in Mathematics

Southern Adventist University, Collegedale, Bachelor of Arts in Theology

**Ernest Canonigo, MA, BA**
Instructor, Gen Ed (Adjunct)
California State University, Los Angeles, Master of Science in Mathematics
University of California, San Diego, Bachelor of Arts in Applied Mathematics

**Matthew Sklar, BA**
Instructor, Gen Ed
University of Connecticut, Storrs, Bachelor of Arts in Psychology

**Thomas Gianakopoulos, MFA, BFA**
Instructor, Gen Ed (Part-Time)
University of California, Riverside, Master of Fine Arts
Emerson College, Los Angeles, Bachelor of Fine Arts

# American Career College – Orange County

**Campus Management Team**

**Debbie Jones, Ed.D., MS**
Executive Director
University of Southern California, Doctor of Education
Argosy University, Online, Master of Science in Organizational Leadership
email: dJones@americancareercollege.edu

**Eli Cosa, MBA, BS**
Director of Education
West Coast University, Anaheim, Master of Business Administration
Steven-Henager College, Salt Lake City, Bachelor of Science in Health Science
email: eCosa@americancareercollege.edu

**Lautai Lopez, MBA, BS**
Assistant Director of Education
Western Governors University, Online, Master of Business Administration
California Baptist University, Riverside, Bachelor of Science in Christian Studies
Email: LaLopez@americancareercollege.edu

**Joanna Ruiz, BS**
Director, Financial Aid

Everest University, Pompano, Bachelor of Science in Business Administration
email: jRuiz@americancareercollege.edu

**Kathy Rodriguez, MBA, BS**
Campus Director, Career Services
Mount ST. Mary's University, Los Angeles, Master of Arts in Business of Administration
University of Phoenix, Pasadena, Bachelor of Science in Business of Administration
email: kRodriguez@americancareercollege.edu

**Lillian Gonzalez, BS**
Director, Admissions
University of Phoenix, Phoenix, Bachelor of Science in Business Administration
email: LilGonzalez@americancareercollege.edu

**Associate of Occupational Science Physical Therapist Assistant**

**Janice Lwin, DPT, BS, OCS, MTC, FAAOMPT**
Program Director
University of St. Augustine, St. Augustine, Doctor of Physical Therapy
University of Puget Sound, Tacoma, Bachelor of Science in Biology
email: jLwin@americancareercollege.edu

**Paul Kim, DPT, BS, PT**
Clinical Manager
University of St. Augustine for Health Sciences, San Marcos, Doctor of Physical Therapy
University of California, Riverside, Bachelor of Business Economics

**Angela (Ayson) Martinez, DPT, BS, PT**
Instructor
University of St. Augustine, San Marcos, Doctor of Physical Therapy
California State University, Fullerton, Bachelor of Science in Heath Science & Kinesiology

**Carrie Simmons, Med, BS, PT**
Instructor
Walden University, Minneapolis, Master of Arts in Higher Education
University of Massachusetts, Amherst, Bachelor of Arts in Exercise Science

**Ryan Rodino, BA, AS, PT**

Instructor (Adjunct)
University of California, Riverside, Bachelor of Arts in Psychology
Concorde Career College, Garden Grove, Associate of Science in Physical Therapy Assistant

## Associate of Occupational Science Occupational Therapy Assistant

**Victoria Vu OTD, MBA, MA, MBA, BCP, CNT, OT/L**
Program Director
Rocky Mountain University, Provo, Doctor of Occupational Therapy
California State University, Long Beach, Master of Business Administration
University of Southern California, Los Angeles, Master of Occupational Therapy
email: VVu@americancareercollege.edu

**Sherra Son, MA, BA, OTR/L**
Clinical Manager
University of Southern California, Los Angeles, Master of Arts in Occupational Therapy
University of California, Riverside, Bachelor of Arts in Liberal Studies

**Audrey Lim OTD, BA, COTA/L**
Instructor
Washington University, St. Louis, Doctorate in Occupational Therapy
Washington University, St. Louis, Bachelor of Arts

**Jessica Hintay, BS, AS, COTA/L**
Instructor
Santa Ana Community College, Santa Ana, Bachelor of Science in Occupational Studies
American Career College, Santa Ana, Associate of Science in Occupational Therapy Assistant
Cerritos Community College, Associate of Arts in Sociology

**Marjorie Estoque, BS, OTR/L**
Instructor (Adjunct)
California State University, Dominguez Hills, Bachelor of Science in Biology
Loma Linda University, Loma Linda, Occupational Therapy Certificate

**Byoung Oh, MA, BS, OTR/L, PAM, HCT**
Instructor
University of Southern California, Los Angeles, Master Art in Occupational Therapy

University of California, San Diego, Bachelor of Science in Psychology

## Associate of Occupational Science Respiratory Therapy

**Curtis Cates, MBA BS, RRT**
Program Director
West Coast University, Anaheim, Master of Business Administration
Concorde Career College, Kansas City, Bachelor of Science in Healthcare Administration
email: cCates@americancareercollege.edu

**Shawn Bunch, BS, AS, RRT**
Clinical Manager
Concorde Career College, Kansas City, Bachelor of Science in Health Care Administration
San Joaquin Valley College, Rancho Cucamonga, Associate of Science in Respiratory Therapy

**Ann Tran, MS, BS, RRT**
Instructor
Colorado State University Global, Colorado, Master of Science in Healthcare Administration
Boise State University, Bachelor of Science in Respiratory Therapy

**Mel Acero, BS, AS CRT, RRT**
Instructor
San Joaquin Valley College, Bachelor of Science in Respiratory Therapy
Concorde College, Garden Grove, Associate of Science in Respiratory Therapy

**Russell Thomas, AS**
Instructor
Orange Coast College, Costa Mesa, Associate of Science in Respiratory Therapy

**Vanessa Treadwell, BS, AS, RRT, RCP**
Instructor
Grand Canyon University, Phoenix, Bachelor of Science in Health Sciences
Concorde Career College, Garden Grove, Associate of Science Degree in Respiratory Therapy

**Tan Nguyen, BS, RT**
Instructor
Boise State University, Bachelor of Science in Respiratory Care

## Associate of Occupational Science Surgical Technology

**Karessa Meza, AS, CST**
Program Director
American Career College, Ontario, Associate of
Occupational Science, Surgical Technology
email: KMeza@americancareercollege.edu

**Rebecca Hutchins BS, AS, CST**
Clinical Manager
Colorado State University Global, Colorado, Bachelor of
Science
Haskell Indian Nations University, Tahlequah, Associates
of Art

**Demure Leon Calderon, AS, CST**
Instructor
American Career College, Anaheim, Associate of
Occupational Science in Surgical Technology

**Kristian Perez, AA, CST**
Instructor
Santa Ana College, Anaheim, CA, Associate of
Occupational Science in Surgical Technology
Santa Ana College, Santa Ana, Associate of Arts in Liberal
Arts

**Manuchar Mikayelyan MD, CST**
Instructor
Vernon College, Wichita Falls, Surgical Technology
Yerevan State Medical Institute, Doctor of Medicine

**Marcos Torres, AA, CST**
Instructor
Swedish Institute of Health Sciences, New York, Associate
of Occupational Science in Surgical Technology

## Associate of Occupational Science in Radiography

**Tiffani Walker, MPhil., MS, BS, RT(R)(ARRT)**
Program Director
Texas Women's University, Denton, Master of Philosophy
in Health Studies
Midwestern State University, Wichita Falls, Master of
Science in Radiologic Sciences,
Midwestern State University, Wichita Falls, Bachelor of
Science
email: tWalker@americancareercollege.edu

**Ahn Vo, AS, RT(R)(ARRT)**
Educational Support Specialist
American Career College, Anaheim, Associate of
Occupational Science in Radiography

**Anthony Luong, BS, RT(R)(ARRT), CRT (RF)**
Instructor
California State University, Fullerton, Bachelor of Science
Kinesiology
Orange Coast Community College, Associate of Science
Radiologic Technology

**Christopher Schumaier BS, AS AART(R)**
Educational Support Specialist
California State University, Long Beach, Bachelor of
Science Health Science Community Health Education
American Career College, Anaheim, Associate of Science in
Radiological Science

**Noor Alrawi, MBA, BS, AART(R), CRT, FRT**
Clinical Coordinator
West Coast University, Anaheim, Bachelor of Imaging
Science
Boise State University, Boise, Bachelor of Imaging Science
Charles R. Drew University of Medicine and Science, Los
Angeles, Associate of Science in Radiologic Technology
El Camino College Torrance, Associate of Arts, US History
American

**Rafael Zamora, MA, BS, AART(R), CRT, FRT**
Clinical Manager
California State University, Northridge, Master of Arts in
Public Administration
University of Louisiana at Monroe, Bachelor of Science in
Radiological Science

## Dental Assisting

**Gia Martinez, Phy.M, BS, RDA**
Program Director
Grand Canyon University, Phoenix, Master of Science in
Psychology
Platt College, Alhambra, Bachelor of Science Healthcare
Management
email: GiMartinez@americancareercollege.edu

**Feli Ruth Ramirez, BS, AA, RDA**
Instructor
California Baptist University, Riverside, Bachelor of Science in Kinesiology
Cerritos College, Norwalk, Associate of Art in Liberal Arts

**Lina Fernandez DMD, RDAEF II, OAP**
Instructor
Mexican Dental Association for Teaching and Research, Ph. D Orthodontist
University Foundation San Martin- Doctor of Dental Medicine

**Yicell Andrade, RDA**
Instructor
Everest College, Anaheim, Dental Assistant Diploma

## Medical Assistant

**Christina Ledoux, BS, NCMA, NCICS**
Program Director
Everest College, Tampa, Bachelor of Science in Business Administration
email: cLedoux@americancareercollege.edu

**Angelique Jones, CMA**
Lead Instructor
Southern California Regional Occupational Center, Torrance, Certificate in Medical Clinical and Administrative Assisting

**Marbella Lenehan**
Instructor
Bryman College, Santa Ana, Medical Assistant Diploma

**Maria (Sally) Araceli Jimenez, CMA**
Instructor (Substitute)
ROP, Anaheim, Diploma in Medical Billing and Coding
National Education Center, Anaheim, Diploma in Medical Assistant

**Ngoc-Tam Le, CMA**
Instructor
American Career College, Anaheim, Diploma in Medical Assistant

**Sonja Lamorie CMA**
Instructor
American Career College, Medical Assistant Diploma

**Christine Lathery**
Instructor
WyoTech Trade School, Long Beach, Diploma in Medical Assistant

**Dinora Solorzano**
Externship Coordinator
Everest College, Anaheim, Diploma in Medical Billing & Coding

**Viviana Cordova**
Externship Coordinator
Bryman College, Los Angeles, Diploma in Medical Assistant

## Pharmacy Technician

**Dr. Fanak Fahimi, PharmD, CPhT**
Program Director
Tehran University of Medical Science, Tehran, Doctor of Pharmacy
email: Ffahimi@americancareercollege.edu

**Cristina Garcia, PT**
Instructor
*Qualified by Occupational Experience*

**Chayse Habermehl, MSN, BSHCA**
Externship Coordinator
Capella University, Minneapolis, Master of Business Administration
California State University, San Bernardino, Bachelor of Science in Health Care Administration

## Vocational Nursing

**Holly Long, EdD, MA, BSN-RN**
Campus Dean, Nursing ACC
A.T. Still University, Kirksville, Doctor of Education
Cal State University of Dominguez Hills, Carson, Master of Arts in Education
Email: hLong@americancareercollege.edu

**Rosalynda Del Valle-Berganza, BSN, RN, PHN**
Campus Assistant Director Nursing, Academics
West Coast University, Ontario, Bachelor of Science in Nursing
Email: RDelValle@americancareercollege.edu

**Audrey Uy, BA, LVN**
Campus Associate Director Nursing, Administration

St. Paul University, Quezon City, Philippines, Bachelor of Arts in Communications
Northwest College, Riverside, Diploma in Vocational Nursing
email: aUy@americancareercollege.edu

**Armando Azucena, MSN, BSN, RN**
Campus Associate Director Nursing, Academics
West Coast University, Anaheim, Master of Science in Nursing
West Coast University, Anaheim, Bachelor of Science in Nursing
Email: aazucena@americancareercollege.edu

**Jaelyn Asence, BSN, RN**
Clinical Operations Manager, Nursing
West Coast University, Anaheim, Bachelor of Science in Nursing
Cypress College, Cypress, Pre-Nursing

**Tony Ferrer, LVN**
Clinical Operations Manager, Nursing
North Orange County Regional Occupational Program, Anaheim, Certificate in Vocational Nursing

**Abelardo Reyes, BS, LVN**
Instructor
Far Eastern University, Manila, Philippines, Bachelor of Science in Commerce Major in Management
North Orange County Regional Occupational Program, Anaheim, Certificate in Vocational Nursing

**Alain Michel, BSBA, LVN**
Instructor
Western Governors University, Bachelor of Science in Business Administration
Middlesex County Technical Schools, Licensed Vocational Nursing

**Alex Co, BSN, RN**
Instructor
CNI College, Santa Ana, Bachelor of Science in Nursing
CNI College, Santa Ana, Associates of Arts in Nursing

**Amulya Vangalapudi, BSN, ASN, RN**
Instructor
American Sentinel University, Aurora, Bachelor of Science in Nursing
Excelsior College, Albany, Associate of Science in Nursing

**Beth Lucero, BS, LVN**
Instructor

Manila Doctor's College, Manila, Philippines, Bachelor of Science in Psychology
Trinity Vocational Center, Gardena, Certificate in Vocational Nursing

**Chihiro Ichikawa, BSN, RN**
Instructor
University of California, Irvine, Bachelor of Science in Nursing

**Cielito Villareiz-Paz, BSN, RN**
Instructor
University of Santo Tomas, Philippines, Bachelor of Science in Nursing

**Dalee La Bier-Putman, BS, LVN**
Instructor
Fremont College, Cerritos, Bachelor of Science in Health Care Management
University of Antelope Valley, Lancaster, Diploma in Vocational Nursing

**Diana Azucena, BS, RN**
Instructor
West Coast University, Anaheim, Bachelor of Science in Nursing
Long Beach City College, Long Beach, Associate in Applied Science

**Eva Elam MSN, BSN, RN**
Instructor
Western Governors University, Salt Lake City, Master of Science in Nursing
Western Governors University, Salt Lake City, Bachelor of Science in Nursing

**Ferdinan Pacis, LVN**
Instructor
American Career College, Anaheim, Licensed Vocational Nursing

**Girlie Milan, MSN, BSN**
Instructor
Colorado Technical University, Colorado, Master of Science in Nursing
Chamberlain University, Illinois, Chicago, Bachelor of Science in Nursing

**Jechel Santos Nguyen, BSN, RN**
Instructor

Nevada State University, Nevada, Bachelor of Science in Nursing

**Jessica Pham, MSN, BSN, RN**
Instructor
University of Phoenix, Phoenix, Master of Science in Nursing
University of Phoenix, Phoenix, Master of Science in Nursing

**Jose Tribiana, MSN, BSN, RN**
Instructor
Grand Canyon University, Phoenix, Master of Science in Nursing
University of the East Medical Center, Quezon City, Philippines, Bachelor of Science in Nursing

**Karl Francis Ruiz, MSN, BS, RN**
Instructor
Western Governors University, Millcreek, Master of Science in Nursing
California State University Fullerton, Fullerton, Bachelor of Science in Geriatric Kinesiology
Santa Ana College, Santa Ana, Associate Degree in Nursing

**Marom May, BSN, RN, PHN, EMT-B**
Instructor
West Coast University, Anaheim, Bachelor of Science in Nursing

**Mary Saleff, MSN, BSN, RN**
Instructor
University of Phoenix, Phoenix, Master of Science in Nursing
California State University of Fullerton, Fullerton, Bachelor of Science in Nursing

**Mfon Umoren, MSN, BSN, NP-C, RN**
Instructor
Chamberlain University, Downers Grove, Master of Science in Nursing
Grand Canyon University, Phoenix, Bachelor of Science in Nursing

**Nahid Abedinimehr, BSN, RN**
Instructor
Paramedical Science Institution, Tehran City, Iran, Bachelor of Science in Nursing

**Pamela Salvador BSN, RN**
Instructor

West Coast University, Anaheim, Bachelor of Science in Nursing
American Career College, Anaheim, Diploma in Vocational Nursing

**Patricia Kassab, EdD, MS, RN**
Instructor
UMass Global University, Irvine, Doctorate in School in Organizational Leadership

**Raymond Ellerbeck, BSN, RN**
Instructor
West Coast University, Anaheim, Bachelor of Science in Nursing

**Rommel Sencio, BSN, LVN**
Instructor
Davao Doctors University, Davao City, Philippines, Bachelor of Science in Nursing

**Suzette Apelo, MSN, BSN, RN**
Instructor
Chamberlain University, Master of Science in Nursing
California State University, Long Beach, Bachelor of Science in Nursing
California State University, Long Beach, Associate Degree Nursing

**Thao My Phan, BSN, BS, RN**
Instructor
West Coast University, Anaheim, Bachelor of Science in Nursing
University of California, Irvine, Bachelor of Science in Biological Science

**Theresa Canlas, BSN, RN**
Instructor
University of Wisconsin, Madison, Bachelor of Science in Nursing

## General Education

**Eric Martin, Ph.D., MA, BS, BA**
Instructor
Claremont School of Theology, Claremont, Doctor of Philosophy
Claremont School of Theology, Claremont, Master of Arts in Theological Studies
California State University, Long Beach, Bachelor of Arts in Religious Studies
San Diego State University, San Diego, Bachelor of Science in Engineering

**Jonathan Ciobanasiu, MA, BA**
Instructor
Sacramento State University, Sacramento, Master of Arts in English
Sacramento State University, Sacramento, Bachelor of Arts in English

**Karina Trejo Melendezz, MFA, BA**
Instructor
Chapman University, Orange, Master of Fine Art
Cal State Fullerton, Fullerton, Bachelor of Arts in Psychology

**Mina Emamy, MD, MS**
Instructor
Babol university of Medical Sciences, Babol, Doctor of Medicine
California State University, Northridge, Master of Science in Environmental and Occupational Health

**Olivia Madrigal, MBA, BS**
Instructor
Everest University, Tampa, Master of Business Administration
Kaplan College, Lafayette, Bachelor of Science in Management

**Dr. Shiva Seghatoleslami, MD**
Instructor
Hamadan University of Medical Science, Hamada, Doctor of Medicine in medical Studies

# American Career College - Ontario

**Campus Management Team**

**Tom Bustamante Jr., MPL, BA**
Campus Executive Director
University of Southern California, Los Angeles, Master of Planning
University of California, Irvine, Bachelor of Arts in Social Ecology
email: tBustamanteJr@americancareercollege.edu

**Andrei Livanu, MBA, BSHCA**
Campus Director, Education
Aspen University, Phoenix, Master of Business Administration

PIMA Medical Institute, Tucson, Bachelor of Science, Health/Health Care Administration/Management
email: aLivanu@americancareercollege.edu

**Wendy Flores, MS, BA**
Campus Assistant Director, Education
National University, El Segundo, CA, Master of Science in Organizational Leadership
National University, El Segundo, CA, Bachelor of Arts in Business Management
email: wFlores@americancareercollege.edu

**Juan Carlos Jimenez, AA**
Campus Director, Career Services
Cerritos College, Cerritos, Associate of Arts
email: jJimenez@americancareercollege.edu

**Elizabeth Morales, BSBM, AS**
Campus Director, Financial Aid
Everest University, Ontario, Bachelor of Science Business Applied Management
Everest University, Ontario, Associate of Science Criminal Justice
email: emorales@americancareercollege.edu

**Osmar Espinoza**
Campus Director, Admissions
San Diego State University, San Diego, Bachelor of Arts in Liberal Arts and Science
email: oEspinoza@americancareercollege.edu

**Associate of Occupational Science in Physical Therapist Assistant**

**Jeremy Simmons, MPT, CFMT**
Program Director
Chapman University, Orange, Master of Physical Therapy
Chapman University, Orange, Bachelor of Science in Movement and Exercise
jsimmons@americancareercollege.edu

**Armando Morales, BS, AA, PTA**
Clinical Coordinator, Clinical Education PTA
University of Redlands, Redlands, Bachelor of Science in Business
Mt. St. Mary's College, Los Angeles, Associates of Science in Physical Therapist Assistant

**Joshua Castil, DPT, MS, BS, PT**
Instructor

Loma Linda University School of Allied Health, Loma Linda, Master of Science in Physical Therapy
Loma Linda University School of Allied Health, Loma Linda, Bachelor of Science in Physical Therapy

**Lejay Cantre, AS, PTA**
Instructor
American Career College, Anaheim, Associate of Science in Physical Therapist Assistant

**Michael Munoz, DPT, BS, PT**
Instructor
University of St. Augustine for Health Sciences, Monterey Park, Doctorate in Physical Therapy
California State University, Los Angeles, Los Angeles, Bachelor of Science in Kinesiology

## Associate of Occupational Science in Radiography

**Shawna Morgan, MA, BS, AS**
Program Director
Northern Arizona University, Flagstaff, Masters in Organizational Leadership
Northern Arizona University, Flagstaff, Bachelors in Diagnostic Imaging and Therapy
Central Arizona College, Apache Junction, Associates in Radiologic Technology
email: shMorgan@americancareercollege.edu

**James Chavez, BSRS, RT(R), ARRT, CRT, (F)**
Clinical Manager
PIMA Medical Institute, Tucson, Bachelor of Science in Radiologic Sciences
Kaplan College, North Hollywood, Diploma in Radiologic Technology

**Bo Yoo, BS, AS, ARRT**
Instructor
University of California, San Diego, Bachelor of Science, General Biology
Vincennes University, Associate of Science, General Biology
Radiology School, US Navy, Radiology, Diploma

**Brandi Berry, BA, AS, ARRT**
Instructor (Adjunct)
California State University, Long Beach, Bachelor of Arts, Liberal Studies
Chaffey College, Associate in Science in Radiologic Technology

**Eduardo Fernandez, BA, ARRT, CRT**
Instructor (Adjunct)
California State University, Fullerton, Bachelor of Arts in Business Administration (Management)
USAF School of Health Care Sciences, Radiologic Technology Specialist

**Jeffrey Lantry, BS, AS, ARRT(CT)(R)**
Clinical Coordinator
Cal State University, San Bernardino, San Bernardino, Bachelors in Health Science
Chaffey Community College, Rancho Cucamonga, Associates in Radiography Science

**Rosalee Marquez, BS, RT(R), ARRT**
Instructor
ECPI University, Newport News, BA in RAD

## Associate of Occupational Science Respiratory Therapy

**Sam Agrigoroae, BS, AS, RRT, RCP**
Program Director
Boise State University, Boise, Bachelor of Science in Respiratory Therapy
San Joaquin Valley College, Rancho Cordova, Associate of Science in Respiratory Therapy
email: sAgrigoroae@americancareercollege.edu

**Cortney Silva, AS, RRT, RCP**
Clinical Manager
San Joaquin Valley College, Temecula, Associate of Science in Respiratory Therapy

**Amber Dame, AS, RRT, RCP**
Instructor (Adjunct)
Victor Valley College, Victorville, Associate of Science in Respiratory Therapy

**Ashley Scott, AOS, RRT, RCP**
Instructor
American Career College, Ontario, Associate of Occupational Science in Respiratory Therapy

**Courtney Greenhalgh, AS, RRT, RCP**
Instructor (Adjunct)
Crafton Hills College, Yucaipa, Associate of Science in Respiratory Care

**Gabriella Zauzo, AS, RRT, RCP**
Instructor (Adjunct)
Sa Joaquin Valley College, Associate of Science in
Respiratory Therapy

**Ilana Townsley, AS, RRT, RCP**
Instructor
Crafton Hills College, Yucaipa, Associate of Science,
Respiratory Care

**James Little, AS, RRT, RCP**
Instructor
Platt College Ontario, Ontario, Associate of Science in
Respiratory Therapy

**Kari Nieves, AOS, RRT, RCP**
Instructor
American Career College, Ontario, Associate of
Occupational Science in Respiratory Therapy

**Menard Thach, AS, RRT, RCP**
Instructor (Adjunct)
East Los Angeles College, Los Angeles, Associate of Science
in Respiratory Therapy

**Nicole Orpilla, AOS, RRT, RCP**
Instructor (Adjunct)
San Joaquin Valley College, Ontario, Associate of
Occupational Science in Respiratory Therapy

**Rebecca Acevedo, AOS, RRT, RCP**
Instructor (Adjunct)
Crafton Hills College, Associate of Science in Respiratory
Care
Crafton Hills College, Associate of Science in Health
Sciences

**Rushi Patel, AOS, RRT, RCP**
Instructor
American Career College, Ontario, Associate of
Occupational Science in Respiratory Therapy
Fullerton College, Fullerton, Associate of Arts, Social
Sciences

**Samantha Bennett, AO, RRT, RCP**
Instructor (Adjunct)
San Joaquin Valley College, Ontario, Associates of Science
in Respiratory Therapy

## Associate of Occupational Science Surgical Technology

**Stacie Chaney, BSHA, AAS, CST, FAST**
Program Director
Concorde Career College, Mission, Bachelor of Science in
Healthcare Administration
Lincoln Land Community College, Springfield, Associate of
Science in Surgical Technology
Prairie State College, Chicago Heights, Certificate in
Surgical Technology
email: Schaney@americancareercollege.edu

**Chertrice Waller, BS, AS, CST**
Clinical Manager
Grand Canyon University, Phoenix, Bachelor of Arts in
Applied Management
American Career College, Anaheim, Associates of Science
in Surgical Technology

**Brenda Castro, AS, CST**
Instructor
Concorde Career College, North Hollywood, Associate of
Science, Surgical Technology

**Jihab (Jay) Abisaab, AS, CST**
Instructor
American Career College, Ontario, Associate of
Occupational, Surgical Technology

**Leandro Bernardo Ilagan, MD, DPBS, CST, SA-C**
Instructor
Ateneo de Davao University, Philippines, Doctor of
Medicine
Ateneo de Davao University, Philippines, Bachelor of
Science in Biology

**Lordes Jones, AOS, CST**
Instructor
North-West College, Riverside, Associate of Occupational
Science, Surgical Technology

**Roxanna Espinoza, AS, CST**
Instructor
Concord Career College, San Bernardino, Associate of
Science, Surgical Technology

**Stephanie Meier, AS, CST**
Instructor
American Career College, Ontario, Diploma in Surgical
Technology

## Associate of Science Degree in Nursing

**Tiffany Jorgenson**
Campus Dean of Nursing

**Melissa DeVera, MSN, BSN, RN**
Campus Assistant Director
West Coast University, Ontario, Master of Science in Nursing Informatics
West Coast University, Ontario, Bachelor of Science in Nursing

**Carol Fann, BSN**
Clinical Operations Manager
Grand Canyon University, Bachelor of Science in Nursing
Biola University, Master of Arts Teaching English to Speakers of Other Languages
University of California, Irvine, Bachelor of Arts in Studio Art, Minor: Digital Arts & Education
Mt. San Antonio College, Associate Degree in Nursing

**Zerreyna Zahid, BSN**
Assistant Director, Persistence and Outcomes
West Coast University, Ontario, Bachelor of Science in Nursing

**Chandra Warfield, MSN, BSN, RN**
Instructor (Adjunct)
Capella University, Minneapolis, Master of Science in Nursing
University of Phoenix, Phoenix, Bachelor of Science in Nursing
Phoenix College, Phoenix, Associate of Science in Nursing

**Cherry Shwe, BSN, RN**
Instructor (Adjunct)
West Coast University, Bachelor of Science in Nursing

**Dalia Galvan, BSN, RN**
Instructor
Glendale Career College, Glendale, Associate Degree in Registered Nursing
West Coast University, Anaheim, Bachelor of Science in Nursing

**David Avila, MSN, RN**
Instructor (Adjunct)
Vanguard University, Master of Science in Nursing
West Coast University, Associate Degree in Nursing
Vanguard University, Bachelor of Arts in Theology: Ministry and Leadership

**Desiree Barrientos, MSN, BSN**
Instructor (Adjunct)
West Coast University, Master of Science in Nursing
Azusa Pacific University, Bachelor of Science in Nursing

**Emerald Etienne, DNP, MSN, BSN, C-EFM, RNC-OB**
Instructor (Part-Time)
Capella University, Doctor in Nursing Practice
University of Alaska, Anchorage, Master of Science in Nursing Education
California State University, Dominguez Hills, Bachelor of Science in Nursing

**Emmanuel Canto, BSN**
Instructor
California State University, San Bernardino, CA Bachelor of Science in Nursing

**Gwendolyn Gobson-Hunt, MSN, BSN**
Instructor (Adjunct)
Aspen University, Master of Science in Nursing with a specialization in Nursing Education
Aspen University, Bachelor of Science in Nursing

**Ileana Huerta, BSN, RN**
Instructor (Adjunct)
California State University, Los Angeles, Bachelor of Science in Nursing
Citrus College, Glendora, Associate of Science in Biological and Physical Sciences

**Jaime Camacho, AS, RN**
Instructor (Adjunct)
Chaffey College, Associate in Science, Nursing

**Jimmy Recio, MBA, BSN, ASN, RN**
Instructor (Adjunct)
California Coast University, Santa Ana, Masters in Business Administration
University of Phoenix, Pasadena, Bachelor of Science in Nursing
Rio Hondo College, Whittier, Associate of Science in Nursing

**Kevin San Luis, BSN, RN**
Instructor
Azusa Pacific University, Victorville, Bachelor of Science in Nursing
Mt. San Antonio College, Walnut, Pre-Nursing (Non-Degree)

**Kimberly Puente, DNP, MSN**
Instructor (Adjunct)
Grand Canyon University, Online, Doctor of Nursing Practice
West Coast University, Anaheim, Master of Science in Nursing, Nursing Health Education

**Laura Juarez, BSN, RN**
Instructor (Adjunct
University of North Carolina, Charlotte, Bachelor of Science in Nursing

**Liliana Bovaird, MSN Ed.**
Instructor (Adjunct)
College Union, Lima, Bachelor of Science in Nursing

**Liza Limpengco, MSN, BSN**
Instructor (Adjunct)
Colorado Technical University, Online, Master of Science in Nursing
Lyceum of the Philippines University, Bachelor of Science in Nursing

**Luis Rivera, BSN, RN**
Instructor (Adjunct)
Capella University, Bachelor of Science in Nursing
CNI College, Associate of Science in Nursing

**Maria Calderon, MSN, BSN**
Instructor
University of Phoenix, Master of Science in Nursing
University of Phoenix, Bachelor of Science in Nursing

**Michelle Connors, MSN Ed.**
Instructor (Adjunct)
University of Phoenix, Master of Science in Nursing
University of Phoenix, Bachelor of Science in Nursing, Master of Science in Nursing Education

**Miranda Thrasher, BSN**
Instructor (Adjunct)
Azusa Pacific University, Azusa, Bachelor of Science in Nursing

**Mojolaolu Oyebamiji, BSN**
Instructor (Adjunct)
West Coast University, Ontario, Bachelor of Science in Nursing

**Rachel Gilmer, MSN, BSN, RN**
Instructor (Adjunct)

Azusa Pacific University, Azusa, Master of Science in Nursing
California State University, San Bernardino, Bachelor of Science in Nursing
Riverside Community College, Riverside, Associate of Science in Nursing

**Rachel Morrison, BSN**
Instructor (Part-Time)
Marian University, Nashville, Bachelor of Science in Nursing
University of Colorado Springs, Colorado Springs, Health Care Science

**Randeep Sandhu, BSN, ASN, RN**
Instructor (Adjunct)
West Coast University, Anaheim, Bachelor of Science in Nursing
California Career Institute, Garden Grove, Associate of Science in Nursing

**Rayna Bowen, MSN, BSN, RN**
Instructor (Adjunct)
Azusa Pacific University, San Bernardino, Master of Science in Nursing (Healthcare Administration and Leadership)
Azusa Pacific University, San Bernardino, Bachelor of Science in Nursing
Cuny Queens College, Flushing, Bachelor of Science in Psychology

**Samantha Rivera, MSN, BSN**
Instructor (Adjunct)
Azusa Pacific University, Azusa, Master of Science in Nursing
Azusa Pacific University, Azusa, Bachelor of Science in Nursing

**Sandra Torres, MSN, RN**
Instructor (Adjunct)
Capella University, Minneapolis, Master of Science in Nursing
University of Texas, Arlington, Bachelor of Science in Nursing

**Tahmina Daqiq, BSN, RN**
Instructor
California State University, San Bernardino, Bachelor of Science in Nursing

**Teresa Flores, MSN, BSN, RN**
Instructor (Adjunct)

Western Governors University, Online, Master of Science in Nursing
Western Governors University, Online, Bachelor of Science in Nursing
East Los Angeles City College, Los Angeles, Associate of Science in Nursing

**Tolulope Adedayo, DNP, MSN, BSN**
Instructor (Adjunct)
Frontier Nursing University, Versailles  Doctor of Nursing Practice
Charles Drew University of Medicine & Sciences, Los Angeles, Master of Science in Nursing
University of Ilorin, Bachelor of Science in Nursing

### Dental Assisting

**Jocelyn Covarrubias, RDA**
Program Director
United Education Institute, Ontario, Diploma in Dental Assisting
email: jcovarrubias@americancareercollege.edu

**Carol Gallegos, RDA**
Instructor (Adjunct)
United Health Careers Institute, Ontario, Dental Assisting, Diploma

**Desiree Longoria, RDA**
Instructor (Adjunct)
Everest Career College, Ontario, Diploma in Dental Assisting

**Diana Garfias, RDA**
Instructor (Adjunct)
Everest College, Ontario, Diploma in Dental Assisting

**Lisa Carrillo, RDA**
Instructor (Adjunct)
Concorde Career College, San Bernardino, Diploma in Dental Assisting

**Marisa Aguillen, RDA**
Instructor
United Education Institute, Ontario, Diploma in Dental Assisting

### Medical Assistant

**Melissa Chacon, NCMA, SME**
Program Director
San Gabriel Valley Regional Occupational Program, Glendora, Associate of Applied Science in Medical Assisting
Maric College, Irwindale, Diploma in Medical Assistant
email: mChacon@americancareercollege.edu

**D'Andra Jackson, NCMA**
Instructor (Adjunct)
Brightwood College, Riverside, Medical Assisting, Diploma

**Davina Baez**
Instructor
American Career College, Los Angeles, Diploma in Medical Assisting

**GraceAnn Clark, CMA**
Instructor
WyoTech, Long Beach, Diploma in Medical Assistant

**Jennifer Forstner, AS, CMA**
Instructor
Westwood College, Upland, Associates of Science in Medical Assisting
Westwood College, Upland, Diploma in Medical Assisting

**La Keisha Walker, CMA**
Instructor
UEI College, Ontario, Diploma in Medical Assisting

**Laraysha Harmon, CMA,  BA, AS**
Instructor (Adjunct)
New Hampshire University, Bachelor of Arts in Psychology
Pasadena City College, Associate in Science in Child Development

**Nicole Hackett, CMA**
Instructor
San Joaquin Valley College, Ontario, Associate of Applied Science in Clinical Medical Assisting

### Medical Billing

**Kellie Lulas, BA, AA, CPC**
Program Director
Grand Canyon University, Arizona, Bachelor of Science in Health Sciences

University of Phoenix, Arizona, Associate of Applied
Science in Healthcare Administration
Baldy View ROP, Upland, Diploma in Emergency Medical
Technician
National Education Center, San Bernardino, Diploma in
Medical Assisting
email: klulas@americancareercollege.edu

**Alicia Alva, AS**
Instructor (Part-Time)
San Joaquin Valley College, Hesperia, Associate of Science
Administrative Health Care Management

**Arnetta Anderson, CPC**
Instructor
*Qualified by Occupational Experience*

**Lisa Lipkins, MHA**
Instructor (Part-Time)
West Coast University, Anaheim, Master of Health
Administration

**Lisa Roan, CPC, CPB, CRC, CPC-I**
Instructor
Loma Linda University, Loma Linda, Bachelor of Science
Health Care Administration

**Ninive Martin Del Campo, MBC**
Instructor
Rio Honda College, Whittier, Medical Coding and Medical
Billing, Diploma

**Shon Belk, CPC, NCICS, NCMOA**
Instructor
Everest College, Alhambra, Medical Office Management,
Diploma

**Valerie Ortiz, CPC**
Instructor
Bryman College, San Bernardino, Medical Assisting,
Diploma

## Optical Technician

**Karina Valencia, BS-IOP, ABOC, NCLEC**
Program Director
University of Phoenix, Pheonix, Bachelor of Science,
Industrial and Organizational Psychology
American Career College, Los Angeles, Diploma in Optical
Dispensing
email: kcastaneda@americancareercolleg.edu

**Abdulati (Ati) Sbeta, BA, ABOC, NCLEC**
Instructor (Adjunct)
Tripoli University-Engineering Faculty, Tripoli- Libya, BA in
Aeronautical
American Career College, Ontario, Optical Technician
Diploma

**Jean Claude Barrera, ABOC**
Instructor (Part-Time)
American Career College, Ontario, Diploma in Optical
Dispensing

**Thu-Hanh (Jaime) Nguyen, MS, BA, ABO**
Instructor (Adjunct)
Western University of Health Science, Pomona, Master of
Science
UC Davis, Davis, Bachelor of Arts

**Victor Camacho, ABO-AC, NCLEC**
Instructor
American Career College, Ontario, Diploma in Optical
Dispensing

## Pharmacy Technician

**Eileen Johnson, AS, CPhT**
Program Director
Riverside Community College, Riverside, Associates in
Math/Science
email: eJohnson@americancareercollege.edu

**Andrew Hogenson, BA, MALM, CPhT**
Instructor (Adjunct)
Thunderbird School of Global Management, Master of
Applied Leadership and Management
Arizona State University, Bachelor of Arts in Liberal
Studies

**Jennifer Lee, CPhT**
Instructor (Adjunct)
San Bernardino Valley College, San Bernardino, Associate
of Science, Pharmacy Technology

**Roxanna Rosales, CPhT**
Instructor
*Qualified by Occupational Experience*

**Sandra (Sandy) Castillo, BA, CPhT**
Instructor (Adjunct)

California State University, San Bernardino, Bachelor of Arts in Psychology

**Vocational Nursing**

**Tiffany Jorgenson**
Campus Dean of Nursing

**Thuha (Thu) Pacis, BS**
Campus Associate Director, Nursing Administration
Cal Poly, Pomona, Bachelor of Science in Aerospace Engineering

**Bill Ortega**
Assistant Director for Academics

**Chanpen Blackard, BSN, RN**
Assistant Director for Clinical Operations
University of Phoenix, Bachelor of Science in Nursing
Los Angeles Community College, Associate of Science in Nursing

**Adelaine Cailipan, MBA, BSN, RN**
Instructor
University of Phoenix, Ontario, Master in Business Administration
University of Philippines, Manila, Bachelor of Science in Nursing

**Aleisha Velasco, BSN, RN**
Instructor (Part-Time)
Chamberlain University, Addison, Bachelor of Science in Nursing

**Altheia Johnson, BSN, WHNP, RN**
Instructor (Substitute)
University of California, Los Angeles, Women's Health Nurse Practitioner Certification
University of Phoenix, Phoenix, Bachelor of Science in Nursing

**Andrew Weltzien, MSN, RN, CCRN, PHN**
Instructor
California Baptist University, Riverside, Master of Science in Nursing
West Coast University, Bachelor of Science in Nursing

**Angela Lesko-Webley, BSN, RN**
Instructor (Substitute)
Loma Linda University, Loma Linda, Bachelor of Science in Nursing

**Antarpreet Kang, LVN, MVSC, MVB**
Instructor
Concorde Career College, San Bernardino, LVN in Nursing
Punjab Agricultural University, India, MVSC Veterinary Science
Punjab Agricultural University, India, MVB in Veterinary Science and Animal Husbandry

**Cecile Delos Santos, MS, BSHCA, LVN**
Instructor (Adjunct)
Trident University International, Master of Science in Health Science, Concentration in Public Health
University of Phoenix, Bachelor of Science in Healthcare Administration
Concorde Career Institute, Vocational Nursing

**Cheryl Cassiano, BSN, AS**
Instructor
Azusa Pacific University, Azusa, Bachelor of Science in Nursing-Public Health Nurse
Glendale Community College, Glendale, Associate of Science in Nursing

**Cloddie Shanks, BSHC, RN**
Instructor (Adjunct)
Chapman University, Orange, Bachelor of Science in Health Care Systems

**Diane Stewart, LVN**
Instructor (Adjunct)
LA Pacific University, Los Angeles,
University of California Riverside, Riverside,
Cal Baptist University, Riverside,

**Eileen Hamm, LVN**
Instructor
Summit Career College, Colton, Licensed Vocational Nursing

**Elizabeth Bart Plange Opoku, MSN.Ed, BSN, ADN**
Instructor (Adjunct)
Grand Canyon University, Phoenix, MSN/ED
Grand Canyon University, Phoenix, BSN
Chaffey College, Rancho Cucamonga, ADN/ALA
United Health Career Institute, San Bernardino, LVN

**Frances Lawler, MSN, RN**
Instructor (Adjunct)
University of Phoenix, Phoenix, Master of Science in Nursing

Published: July 1, 2025

**Helena Paddit, BS, LVN**
Instructor (Part-Time)
University of Phoenix, Bachelor of Science in Applied
Psychology
Maric College, Vocational Nursing, Diploma

**Ingrid Gousse, BSN, RN**
Instructor (Adjunct)
Adelphi University, Long Island, Bachelor of Science in
Nursing

**Jennifer Samad, BSN, RN**
Instructor (Adjunct)
University of Phoenix, Phoenix, Bachelor of Science in
Nursing
Chaffey College, Rancho Cucamonga, Associate Degree of
Science in Nursing

**Jiovanna Alexander, BS, AS, LVN**
Instructor (Adjunct)
Los Angeles Pacific University, Los Angeles, Bachelor of
Science in Health Science
North West College, Riverside, Diploma in Vocational
Nursing

**Jose Mari Montano, LVN**
Assistant Director, Persistence and Outcomes
American Career College, Anaheim, Diploma in Vocational
Nursing

**Judith Idehen, MPA, BA, LVN**
Instructor
University of Benin City, Nigeria Africa, Masters in Public
Administration
University of Benin City, Nigeria Africa, Bachelors in
Linguistics
Summit College, Diploma in Vocational Nursing

**Kalell Morgan, BS, LVN**
Instructor
LA Pacific University, San Dimas, Bachelor of Science
Northwest College, Riverside, Vocational Nursing
UEI, Ontario, Medical Assistant Diploma

**Keisha Murphy, MBA, BSN, LVN**
Instructor (Adjunct)
Walden University, Mediapolis, Master of Business
Administration
West Coast University, Ontario, Bachelor of Science in
Nursing
Four-D Career College, Colton, Licensed Vocational
Nursing

**Kenneth Rowe, VN**
Instructor (Adjunct)
Concorde Career College, San Bernardino, Vocational
Nursing, Diploma
Skadron College, San Bernardino, Medical Office
Management, Diploma

**Keysha Royster, MSN, FNP, BSN**
Instructor (Adjunct)
Azusa Pacific University, Azusa, Master of Science, Nursing
Western Governors University, Salt Lake City, Bachelor of
Science, Nursing

**Krisinda LaFleur, ASN**
Instructor
Mt. San Antonio Community College, Walnut, Associate of
Science in Nursing

**La Wanda Monroe, BSN**
Instructor (Adjunct)
West Coast University, Ontario, LVN to BSN
UC Riverside Extension Professional Students, CTE
Credential

**Ladene Bryles, BSN, RN**
Instructor (Adjunct)
Western Governors University, Online, Bachelor of Science
in Nursing
Santa Ana College, Santa Ana, Associate of Science in
Nursing-Registered

**Larry Ordaz, RN**
Instructor (Adjunct)
Mt. San Jacinto College, Associate of Science Nursing

**Leonel Corpin, BS, AA, LVN**
Instructor
California Baptist University, Riverside, Bachelor of
Science in Health Science
Los Angeles Trade-Tech College, Associate of Arts in
Nursing

**Mable Taylor, BSN, RN**
Instructor (Part-Time)
University of Phoenix, San Bernardino, Bachelor of Science
in Nursing

**Maretha Tyce, MSN, BSN**
Instructor (Adjunct)
Azusa Pacific University, Azusa, Master of Science in
Nursing, Family Nurse Practitioner
California State University Fullerton, Fullerton, Bachelor of
Science in Nursing

Riverside Community College, Riverside, Associate of Science in Nursing

**Maria Emerson, MSN, BA**
Instructor
Master of Science in Nursing
University of Phoenix, San Bernardino, MA in Nursing
University of Phoenix, San Bernardino, BA in Nursing

**Maria Huzeo, RN**
Instructor
Mount St. Mary's University, Los Angeles, ADN in Nursing
ACC, Los Angeles, LVN in Nursing

**Mary Allen, MSN, BSN, RN**
Instructor
University of Phoenix, Ontario, Master of Science in Nursing
University of Phoenix, Ontario, Bachelor of Science in Nursing

**Miche' Roy, VN**
Instructor (Part-Time)
Garden Grove, Concorde, VN

**Michelle Webley, MSN, BSN, RN**
Instructor (Adjunct)
California State University, Fullerton, Master in Nursing Leadership
California State University, Fullerton, Bachelor of Science in Nursing

**Michelle Willis, MSN**
Instructor (Adjunct)
University of Phoenix, Online, MA in Education
Bachelor Science in Nursing

**Nina Gvichia, BA, LVN**
Instructor
Tbilisi Finance and Economic Academy, Bachelor of Arts in Business Administration
Franklin Career College, Vocational Nursing, Diploma

**Pete Sarantopoulos, BS, VN**
Instructor
California State University, Los Angeles, Bachelor of Science in Health Science
American Career College, Los Angeles, Vocational Nursing, Diploma

**Regina Mercado, BSN**
Instructor

University of the East/ Unciano Medical College, Philippines, Bachelor of Science in Nursing

**Rimaljit Anand, VN**
Instructor
American Career College, Ontario, Vocational Nursing, Diploma

**Rita Shertick, BSN, RN**
Instructor (Adjunct)
Northeastern University, Boston, Bachelor of Science in Nursing

**Sally Villanueva, MPH, MSN, BSN**
Instructor (Part-Time)
National University, San Diego, Master of Public Health
West Coast University, Anaheim, Master of Science in Nursing
West Coast University, Anaheim, Bachelor of Science in Nursing

**Sandra Edmonson, MHA, BSN, RN**
Instructor (Adjunct)
University of Phoenix, Phoenix, Master of Healthcare Administration, Education
University of Phoenix, Phoenix, Bachelor of Science in Nursing

**Sean Stringer, BSN**
Instructor (Adjunct)
University of Phoenix, Costa Mesa, BSN/PHN
Santa Anita College, Santa Anita, Diploma of Nursing

**Susana Perez, BSN, RN**
Instructor
Walden University, Huntington Beach, Bachelor of Science in Nursing

## General Education

**Alexander Nieves, BS, MATT**
Instructor (Adjunct)
Cal State University, San Bernardino, Bachelor of Science in Mathematics

**Ali Alroalle, MA, BS**
Instructor (Adjunct)
Jordan University of Science and Technology, Irbid, Jordan, Master of Science in Anatomy
Jordan University of Science and Technology, Irbid, Jordan, Bachelor of Science in Occupational Therapy

**Amber Boetger, BA**
Instructor (Adjunct)
California Baptist University, Riverside, Bachelor of Arts in
English & Theatre

**Edric Leggett, MA, BA**
Instructor (Adjunct)
Northcentral University, Prescott Valley, in General
Business
University of California, Irvine, BA in Anthropology

**Guadalupe Bernal, MS, BS**
Instructor (Adjunct)
California State Polytechnic University, Pomona, Master of
Science in Biological Sciences
California State Polytechnic University, Pomona, Bachelor
of Science in Biology

**Jacqueline Sanchez, MA, BA**
Instructor (Adjunct)
La Sierra University, Riverside, Master of Arts in English

**Jessica Faragallah, PhD, MA, BA**
Instructor (Adjunct)
Saybrook University, Pasadena, PhD in Clinical Psychology
Saybrook University, Pasadena, MA in Clinical Psychology
CSU Channel Islands, Camarillo, BA in Psychology

**John Dela Cruz Portugal, DPT**
Instructor (Adjunct)
Azusa Pacific University, Doctorate in Physical Therapy

**Lizette Ramos, MA, BA**
Instructor (Adjunct)
Cal State Northridge University, Northridge, Master of
Arts in English
University of Riverside, Riverside, Bachelor of Arts in
English

**Robin Trevigne, MA, BA**
Instructor (Adjunct)
Ashford University, Clinton, Masters in Education
University of New Orleans, New Orleans, Bachelor in Fine
Arts

**Ryan Atanacio Gonzalez, MS, BCBA**
Instructor (Adjunct)
Southern New Hampshire University, Manchester, Master
of Science in Psychology
Westwood College, Upland, Bachelor in Criminal Justice

**Supriya Kale, MD,MBA, BCA**
Instructor (Adjunct)
Windsor University School of Medicine, St. Kitts, West
Indies, Doctor of Medicine
Davenport University, Master of Business Administration
University of California, Irvine, Bachelor of Arts in Public
Health Policy

**Tarah Lehman, MS, BA**
Instructor (Substitute)
Louisiana State University, Master of Science in
Kinesiology
University of Alaska Anchorage, Bachelor of Science in
Natural Sciences

**Tracey Magrann-Reyes, BS, DPM, PhD, RHIA**
Instructor (Adjunct)
Loma Linda University, Loma Linda, Doctorate in Biology
California College of Podiatric Medicine, San Francico,
Doctorate in Podiatric Medicine
Saddleback College, Mission Viejo, Associate Degree in
Health Institution Technology

# COVID-19 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.

# GENERAL QUESTIONS REGARDING THE COLLEGE

Any questions regarding topics covered in this catalog or any other topics not covered in this catalog should be directed to the Campus Executive Director or Campus Director of Education.

# COURSES

## ANA - Anatomy

### ANA 100 - Intro to Human Anatomy & Physiology (3)

Human Anatomy & Physiology provides students with an introduction of anatomical structures and physiological processes in the human body systems. Students explore the impact of dysfunction disorders on each body systems in selected disease states. Students study appropriate medical terminology as it relates to each body system.

Prerequisite: None.
Corequisite: None.

## ANAT - Anatomy

### ANAT 105 - Introduction to Anatomy and Physiology (6)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of the life, cells, tissues, membranes, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

Prerequisite: None.
Corequisite: None.

### ANAT 111 - Human Anatomy (4)
The course includes a logical analysis of body tissues, organs, and organ systems, and stresses the microscopic, developmental, and gross anatomy of mammals with special emphasis on human anatomy. Major topics include cell structure and function, tissues, organization of the human body, and all body systems. The laboratory work includes study of the developmental, microscopic, and gross anatomy of preserved specimens and models.

Prerequisite: None.
Corequisite: None.

### ANAT 200 - Introduction to Anatomy and Physiology (2)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of the life, cells, tissues, membranes, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

Prerequisite: None.
Corequisite: ANAT200-L.

### ANAT 200-L - Introduction to Anatomy and Physiology Lab (2)

The purpose of this laboratory course is to develop an understanding of the organization and general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Concepts of development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

Prerequisite: None.
Corequisite: ANAT200.

### ANAT 205 - Introduction to Anatomy and Physiology (2)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of the life, cells, tissues, membranes, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular,

lymphatic, respiratory, digestive, urinary, and reproductive systems.

Prerequisite: None.
Corequisite: ANAT205-L.

### ANAT 205-L - Introduction to Anatomy and Physiology Lab (2)

The purpose of this laboratory course is to develop an understanding of the organization and general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Concepts of development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

Prerequisite: None.
Corequisite: ANAT205.

### ANAT 206 - Anatomy and Physiology for Rehab Professionals (4)

This course is a continuation of ANATOMY 200, designed for the student in the rehab profession, with a focus on the muscloskeletal and nervous systems. In this course, students will further explore body tissues, the nervous system and the skeletal and muscular systems in depth. This will ensure the students are well prepared for what they may encounter in the clinical setting and be able to identify specific bones and muscles, including their origin, insertion, and innervation.

Prerequisite: ANAT200, ANAT200-L.
Corequisite: None.

### ANAT 208 - Anatomy and Physiology for Rehab Professionals (2)

This course is a continuation of Anatomy 200, designed for the student in the rehab profession, with a focus on the musculoskeletal and nervous systems. In this course, students will further explore body tissues, the nervous system and the skeletal and muscular systems in depth. Movement is studied through the introduction and investigation of relevant concepts including but not limited to: leverage principles, contraction types, prime movers, stabilizers, factors restricting motion, and kinetic vs. kinematic differentiations. This will ensure the students are well prepared for what they may encounter in the clinical setting and be able to identify specific bones and muscles, including their function, origin, insertion, and innervation.

Prerequisite: ANAT200, ANAT200-L, PTA 100, PTA 100-L.
Corequisite: ANAT208-L.

### ANAT 208-L - Anatomy and Physiology for Rehab Professionals Lab (2)

This course is a continuation of Anatomy 200, designed for the student in the rehab profession, with a focus on the musculoskeletal and nervous systems. In this course, students will further explore body tissues, the nervous system and the skeletal and muscular systems in depth. Movement is studied through the introduction and investigation of relevant concepts including but not limited to: leverage principles, contraction types, prime movers, stabilizers, factors restricting motion, and kinetic vs. kinematic differentiations, biomechanics. This will ensure the students are well prepared for what they may encounter in the clinical setting and be able to identify specific bones and muscles, including their function, origin, insertion, and innervation. Students will demonstrate identification of important structures of the body.

Prerequisite: ANAT200, ANAT200-L, PTA 100, PTA 100-L.
Corequisite: ANAT208.

### ANAT 240 - Advanced Anatomy and Physiology (6)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. By course completion, students should be able to provide an overview of the associate major terms and physiologic functions used in anatomy with clinical situations, define and describe anatomical structures and normal physiologic functions of the musculoskeletal system, integumentary system, respiratory system, gastrointestinal system, cardiovascular system, urinary system, reproductive system, digestive system, endocrine system, and the central nervous system.

Prerequisite: ANAT205, ANAT205-L.
Corequisite: None

## AP – Intro to Anatomy & Physiology

### AP100 – Intro to Anatomy & Physiology (5)

This course provides a comprehensive understanding of anatomical terminology, organ systems, and physiological processes essential for nursing practice. Emphasis is placed on integrating anatomical knowledge with physiological principles to support health assessment and patient care decisions. Through lectures and discussions, students explore topics such as body structures, tissue types, organ systems, and homeostasis mechanisms. This foundational knowledge forms the basis for advanced nursing courses and clinical applications in subsequent terms.

Prerequisite: None.
Corequisite: None.

## CAREER - Career Advantage

### CAREER 100 - Career Advantage (1)

Career Advantage is a course designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today's market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace skills.

Prerequisite: None.
Corequisite: None.

### CAREER 200 - Career Advantage (2)

Career Advantage is a course designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today's market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace skills.

Prerequisite: None.
Corequisite: None.

## CC – Clinical Capstone

### CC050 – Clinical Capstone (2)

This capstone course provides vocational nursing students with the opportunity to integrate and apply their knowledge, skills, and clinical experiences acquired throughout the nursing program. Students will participate in a comprehensive clinical rotation, where they will provide complex nursing care to a diverse patient population under the supervision of the clinical instructor or preceptor.

Prerequisite: VN040, VN040C, LD100
Corequisite: None.

## CM – Concept Mastery

### CM050 – Concept Mastery (5)

Concept Mastery - NCLEX Preparation focuses on preparing students for the National Council Licensure Examination for Practical Nurses (NCLEX-PN). This course reviews essential nursing concepts and principles across major nursing content areas, including medical-surgical nursing, maternal-child health, pharmacology, and mental health nursing. Through comprehensive review sessions, practice exams, and test-taking strategies, students strengthen their knowledge base and critical thinking skills required to pass the NCLEX-PN exam.

Prerequisite: VN040, VN040C, LD100
Corequisite: None.

## DA - Dental Assisting

### DA100 - Fundamentals of Dental Assisting (6)

This module is designed to introduce the student to the dental health team, ethics and jurisprudence, and expected levels of professionalism will also be addressed. The anatomy and physiology of the head and neck as it relates to the practice of dentistry is included. Use and care of dental equipment and the operatory are emphasized. This module will also introduce the student to chart dental caries and restorations on both geometrical and anatomical charts. Infection control will be reviewed and practiced.

Prerequisite: None.
Corequisite: None.

### DA200 - Science of Dentistry (6)

This module is designed to introduce the student to the basic concepts and principles of microbiology as it pertains to dentistry. Special emphasis will be placed on the proper methods and ramifications of infection control issues including OSHA regulations and the disease transmission process. Periodontics theory and practice will be addressed. Infection control will be reviewed and practiced.

Prerequisite: None.
Corequisite: None.

### DA300 - Restorative Dentistry/Pharmacology (6)

This module is designed to introduce the student to various materials and instrumentation. The student will be exposed to the use and care of the Caries Detection Device. Pharmacology and drugs as they relate to dentistry will also be discussed. Infection control will be reviewed and practiced.

Prerequisite: None.
Corequisite: None.

### DA400 - Laboratory Procedures/Prosthodontics (6)

This module will address cultural differences and issues of diversity in the workplace. Students will study concepts related to cultural values and language diversity, as well as analyze programs and procedures for meeting the needs of diverse populations. Students will leave this module with an understanding of the various facets of multiculturalism, diversity issues, and various methods of preparing health care personnel to address diversity issues. The student will be exposed to and practice with a variety of impression materials as well as producing primary impressions. Theory and practice of permanent and removable prosthodontics will also be presented. Infection control will be reviewed and practiced.

Prerequisite: None.
Corequisite: None.

### DA500 - Pediatric Dentistry/Orthodontics (6)

This module emphasizes both the preventive and restorative techniques in pediatric/operative dentistry. Theory and practice in orthodontics will be introduced. Infection control will be reviewed and practiced.

Prerequisite: None.
Corequisite: None.

### DA600 - CPR/Preventive Dentistry (6)

This module is designed to give the student exposure to the principles and practices of preventing and controlling dental disease with emphasis on nutrition and plaque control. The student will receive basic training in standard first aid and in recognizing and dealing with medical emergencies. Exposure to sealant materials in the field of preventive dentistry will also be discussed. Infection control will be reviewed and practiced.

Prerequisite: None.
Corequisite: None.

### DA700 - Endodontics/Radiography (6)

Basic principles of dental radiology including theory and techniques will be presented. Emphasis will be placed on operation of the x-ray equipment, safety practices, mounting, and evaluation of dental films. Basic principles of head and neck anatomy, as well as radiographic anatomical landmarks, will be covered. Once the student has fulfilled the necessary program requirements, she/he will receive a state certificate to perform x-rays in the dental office. The specialty of Endodontics will be explored. Infection control will be reviewed and practiced.

Prerequisite: None.
Corequisite: None.

### DA800 - Oral Surgery/Anesthetics (6)

This module is designed to introduce the student to surgical procedures performed in dentistry. The student will also be exposed to the various methods and techniques of anesthesia. Infection control will be reviewed and practiced.

Prerequisite: None.
Corequisite: None.

### EXT-DA - Externship (7)

The externship courses give students the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of the College staff. Externs are evaluated by supervisory personnel and the evaluations are placed in the student's permanent record. Dental students must complete their externship training to fulfill program requirements.

Prerequisite: DA100, DA200, DA300, DA400, DA500, DA600, DA700, DA800.
Corequisite: None.

# ENGL - English

### ENGL 100 - Written Communications I (4)

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students capacity to write simple paragraphs, formal essays, reports and research projects. Students will be equipped with techniques that facilitate creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills.

Prerequisite: None.
Corequisite: None.

# GD - Growth and Development

### GD 300 - Growth and Development (3)

This course is an introduction to lifespan development that will focus on physical, cognitive, and social and personality development. It will cover the entire range of human existence from its beginnings at conception to its inevitable ending at death. The course will cover basic theories and concepts about the lifespan, chronologically, encompassing the prenatal period, infancy and toddlerhood, the preschool years, childhood, adolescence, early, middle, and late adulthood. The purpose of this course is to teach the concepts and facts of growth and development across the lifespan. It is also the purpose of this course to integrate theory, research, and applications, focusing on human development and to allow students to understand how people come to be the way they are.

Prerequisite: None.
Corequisite: None.

# HP - Health Professionals

### HP 205 - Professional Communication for Health Professionals (3)

Professional Communications for the Health Professionals prepares students to produce verbal and written communications appropriate to practice environments and community.  Emphasis is placed on communicating in a manner that is sensitive to age, gender, culture and/or socioeconomic status. The course further expands on the importance of communicating to the client and public the value of occupation in the achievement of health that was introduced in Principles of Occupational Therapy. Documentation skills in OTA200 and OTA210 are introduced in are further developed, incorporating commonly accepted medical terminology and occupational therapy language.

Prerequisite: ANAT206, OTA200, OTA130.
Corequisite: None.

### HP 220 - Inter-professional Collaborative Practice & Cultural Competence in Healthcare (3)

This course advances students' knowledge and skill in professional and legal communications used with a wide range of audiences involved in health services delivery.  Emphasis is placed on effective inter-professional team skills and the specific roles of OT practitioners, as well as Occupational Therapy's contributions to health promotion.  Students further examine cultural factors impacting service delivery. Additional topics include state and federal regulation, quality improvement and supervision of nonprofessional personnel.

Prerequisite: OTA230, OTA250, OTA260.
Corequisite: None.

### HP 230 - Business Concepts in Healthcare (2)

This course is designed to introduce basic management concepts and an overview of federal and state systems and structures impacting OT practice. Students will explore responsibilities of practice managers with further identification of sociopolitical challenges specific to the healthcare setting.  Topics such as advocacy for clients and the profession, credentialing and licensure, reimbursement, marketing, quality improvement, supervision of personnel and students, professional development, and liability issues will be covered.

Prerequisite: OTA230, OTA250, OTA260.
Corequisite: None.

# HUM - Humanities

### HUM 118 - Cultural Pluralism (4)

Compares varied cultural traditions among groups of people in a given society who are interdependent

and autonomous. Emphasis on shared socioeconomic and politic systems in a society and an appreciation of the distinct cultural practices among groups who coexist in society.

Prerequisite: None.
Corequisite: None.

## LD – Life Span Development

### LD100 – Life Span Development (3)
This course provides vocational nursing students with a comprehensive understanding of human growth, development, and aging across the lifespan. Students will explore various stages of development, including infancy, childhood, adolescence, adulthood, and older adulthood. They will examine physical, cognitive, psychosocial, and emotional changes that occur at each stage, as well as common health issues and interventions.

Prerequisite: PHR200, VN030, VN030C
Corequisite: None.

## MA - Medical Assistant

### MA 100 - Medical Assistant Role and Responsibilities (6)

In this module, students are introduced to the role and responsibilities of the Medical Assistant. Students are introduced to the legal responsibilities of physicians and health care team members, as well as physician/patient contracts and types of consents. The importance of asepsis and sterile techniques in today's health care environment is covered. Medical emergencies and first aid procedures are introduced and practiced. Students learn how to interact and communicate effectively in a professional environment. Topics in professional development and career preparation are presented.

Prerequisite: None.
Corequisite: None.

### MA 200 - Office Procedures and Clinical Practices (6)

In this module, students learn to identify the basic structural components and functions of the skeletal, muscular, and integumentary systems. Related diseases and terminology are presented, and laboratory procedures commonly performed in physicians' offices are introduced. Common pathological conditions are studied. Students explore concepts in radiology and learn the proper use of a microscope. An emphasis is placed on patient care, including the complete physical exam and positioning and draping for a variety of procedures. Topics in professional development and career preparation are presented.

Prerequisite: None.
Corequisite: None.

### MA 300 - Medical Terminology/Transcription/ Patient Records (6)

In this module, students become familiar with the use of the medical dictionary, medical terms and medical abbreviations. Students develop skills in preparing and processing insurance claims. An emphasis is placed on setting up, maintaining and organizing patient records. Students become familiar with record management systems and develop skills in filing and indexing. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately.  They also focus on important aspects of written communications. Students develop keyboarding skills on the computer. Physical exam procedures commonly performed in physicians' offices are introduced and practiced, including taking vital signs and charting. Topics in professional development and career preparation are presented.

Prerequisite: None.
Corequisite: None.

### MA 400 - Electrocardiogram and Laboratory Procedures (6)

In this module, the circulatory and respiratory systems, including the structure and function of the heart and lungs, are introduced. Common pathological conditions are studied. Students learn about the electrical pathways of the heart muscle in preparation for connecting EKG leads and recording an
electrocardiogram. Students are introduced to laboratory procedures commonly performed in physicians' offices. Students learn specimen identification, collection, handling, and transportation procedures. Instruction in cardiopulmonary resuscitation (CPR) enables students to respond to an emergency. Topics in professional development and career preparation are presented.

Prerequisite: None.
Corequisite: None.

**MA 500 - Medical Office Business Procedures (6)**

This module focuses on the medical office and the procedures and technology that enable it to function efficiently. Students become familiar with billing, collecting, and banking procedures. Students accomplish tasks in bookkeeping and reconciliation procedures. Students learn how to schedule appointments and effectively communicate on the telephone using proper etiquette. Topics in professional development and career preparation are presented.

Prerequisite: None.
Corequisite: None.

**MA 600 - Clinical and Surgical Procedures (6)**

In this module, students learn to identify the basic structural components and functions of the neurosensory, endocrine and reproductive systems. Common pathological conditions are studied. Students learn how to prepare patients for examinations conducted in physicians' offices or the outpatient settings. Students are also introduced to assisting minor surgical procedures and the importance of patient education. Aseptic techniques are taught and practiced. Diagnostic laboratory tests routinely performed in physicians' offices or outpatient settings and their results are reviewed. Topics in professional development and career preparation are presented.

Prerequisite: None.
Corequisite: None.

**MA 700 - Clinical Procedures and Pharmacology (6)**

In this module, students learn to identify the basic structural components and functions of the digestive and urinary system. The renal system's anatomical structures and common diseases are presented. Students are introduced to laboratory procedures commonly performed in physicians' offices. Students learn specimen identification, collection, handling, and transportation procedures. Physical exam procedures commonly performed in physicians' offices are introduced and practiced, including taking vital signs and charting. An introduction to pharmacology is presented. Basic therapeutic drugs, their uses, classifications, dosage calculations and effects on the body are covered. Topics in professional development and career preparation are presented.

Prerequisite: None.
Corequisite: None.

**EXT-MA - Externship (8.5)**

This externship course enables students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of College staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Medical Assistant students must complete their externship training to fulfill graduation requirements.

Prerequisite: MA100, MA200, MA300, MA400, MA500, MA600, MA700.
Corequisite: None.

## MATH - Mathematics

### MATH 100 - College Mathematics I (4)

This course will cover fundamental mathematical concepts including algebraic expressions, linear equations, graphing, polynomials, exponents, radicals, and their applications in real-world scenarios, providing a comprehensive foundation for further mathematical studies.

Prerequisite: None.
Corequisite: None.

### MATH 110 - College Mathematics I (4)

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities.

Prerequisite: None.
Corequisite: None.

## MB - Medical Billing

### MB100 - Medical Billing Procedures (6)

By the end of this module, students should gain proficiency in the daily operations of medical and dental billing procedures. Students will further develop proficiency in the revenue cycle and recognize different types of health and dental insurance, as well as logic-based computerized billing software. Students will further develop proficiency in regular/day-to-day office procedures.

Prerequisite: None.
Corequisite: None.

**MB200 - Claims Processing (6)**

By the end of this module, students should gain proficiency in the complete cycle of the claim, how to recognize form locators, and the sections they apply on a CMS-1500 claim form. Students will further develop proficiency in understanding plan participation and payment methods that connect to the revenue cycle, as well as logic-based computerized billing software. Students will further develop proficiency in regular/day-to-day office procedures.

Prerequisite: None.
Corequisite: None.

**MB300 - Hospital Billing (6)**

By the end of this module, students should gain an understanding of hospital organizational structures, and billing systems, and will become familiar with Uniform Billing (UB-04), and its application to hospital billing. Students will further develop proficiency in Hospital-based reimbursement systems such as Diagnosis Related Groups (DRG), Resource-Based Relative Value Scale (RBRVS), and Ambulatory Payment Systems (APC) will be discussed, as well as logic-based computerized billing software. Students will further develop proficiency in regular/day-to-day hospital procedures.

Prerequisite: None.
Corequisite: None.

**MB400 – Reimbursement and Denial Management (6)**

By the end of this module, students should gain proficiency in the reimbursement methods of health plans and recognize and develop competence in plan participation and payment methods. Students will further develop proficiency in a practical application through the interpretation of remittance advice and the differentiation between denied and rejected claims.

Prerequisite: None.
Corequisite: None.

**MB500 – Managed Care and Private Health Plans (6)**

By the end of this module, students should gain proficiency in understanding managed care organizations including HMOs and PPOs. Students will further develop proficiency in reimbursement methods of health plans and recognize and develop competence in a practical application through the

interpretation of remittance advice and the differentiation between denied and rejected claims.

Prerequisite: None.
Corequisite: None.

**MB600 - State and Government Health Plans (6)**

By the end of this module, students should gain proficiency in understanding state and government health plans including Medicare, Medicaid, Tricare, CHAMPVA, Worker's Compensation, and Disability. Students will further develop proficiency in reimbursement methods of government plans and recognize and develop competence in a practical application through the interpretation of remittance advice and the differentiation between denied and rejected claims.

Prerequisite: None.
Corequisite: None.

**EXT-MB - Externship (7)**

Upon successful completion of all modules, Medical Billing students participate in 180 hours of externship. The externship module enables students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site under the general supervision of college staff. Supervisory personnel evaluates externs, and the evaluations are placed in the student's permanent record. Students must complete their externship training to fulfill graduation requirements.

Prerequisite: MB100, MB200, MB300, MB400, MB500, and MB600.
Corequisite: None.

## MC – Medical Coding

**MC100 - Medical Terminology and Body Systems (6)**

This self-directed asynchronous course provides students with the materials to review the general plan of the human body. It encourages an appreciation for the importance of how the body functions. The body systems covered include the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. The course content also reinforces the proper usage of

medical terminology in healthcare. Students will review medical word parts, including word roots, prefixes, suffixes, combining forms, and abbreviations associated with the body systems covered in this course.

Prerequisite: None.
Corequisite: None.

### MC110 - ICD-10-CM Diagnostic Coding (6)

This course provides students with the principles of medical coding, with a focus on the ICD-10-CM (International Classification of Diseases – Clinical Modification, 10th Revision) Code Set. The content is organized to reflect the various body systems presented in MC100. Students will apply coding conventions when assigning ICD-10-CM codes. Students will develop critical thinking skills to analyze complex real-world medical scenarios and apply proper coding principles effectively. Further topics covered include the Business of Medicine, OIG (Office of Inspector General), and HIPAA (Health Insurance Portability and Accountability Act) principles. This course will prepare students for the official CPC (Certified Professional Coder) or CIC (Certified Inpatient Coder) certification examination.

Prerequisite: None.
Corequisite: None.

### MC200 - CPT Procedural Coding (6)

This course provides students with the principles of medical coding, with a focus on the CPT (Current Procedural Terminology) Code Manual. The content is organized to reflect the various body systems presented in MC100. Students will apply coding conventions when assigning CPT codes. Students will develop critical thinking skills to analyze complex real-world medical scenarios and apply proper coding principles effectively. Further topics include the E/M (Evaluation and Management) services. This course will prepare students for the official CPC (Certified Professional Coder) or CIC (Certified Inpatient Coder) certification examination.

Prerequisite: MC100, MC110
Corequisite: None.

### MC210 - PCS and HCPCS Coding (6)

This course provides students with the principles of medical coding, focusing on the PCS (Procedural Coding System) and HCPCS (Healthcare Common Coding System) Code Sets. The content is organized to reflect the various body systems presented in MC100. Students will apply coding conventions when assigning PCS codes. Students will develop critical thinking skills to analyze complex real-world medical scenarios and apply proper coding principles effectively. This course will prepare students for the official CPC (Certified Professional Coder) or CIC (Certified Inpatient Coder) certification examination.

Prerequisite: MC100, MC110
Corequisite: None.

### MC300 - Applied Coding and Certification Preparation (12)

This course provides students with the materials for a hands-on approach to applied coding practice. Students will gain deep familiarity with specific medical coding software (Practicode) to apply knowledge of ICD-10-CM, CPT, PCS, and HCPCS coding standards needed in the field.

Students will also complete an overview of the CPC and CIC certification exams, with emphasis on the above code sets, including coding guidelines, conventions, and rules specific to each code set and apply their understanding on the CPC or CIC exam. Further topics include effective exam preparation and exam-taking strategies through practice exams which simulate the actual testing environment to ensure confidence and readiness for the official CPC or CIC exam.

Prerequisite: MC100, MC110, MC200, MC210
Corequisite: None.

## MDTR - Medical Terminology

### MDTR 400 - Medical Terminology (1)

This course is an introduction to basic medical terminology and prepares students for more advanced coursework in subsequent courses such as microbiology, pathophysiology, and pharmacology classes by providing an introduction to general medical terminology. Students will study the roots, prefixes, suffixes, and abbreviations as well as general terms and their appropriate usage in medical practice.

Prerequisite: None.
Corequisite: None.

## MEDTR - Medical Terminology

### MEDTR 110 - Medical Terminology (4)
This course introduces the student to the use of medical terminology in the health care field. The student studies how component parts are used to form medical terms, how suffixes and prefixes are used to build medical, diagnostic testing, and procedural terminologies. Additionally, the student studies abbreviations with associated appropriate medical terms. Lastly, students will review the medical terminology associated with the organization of the body, body cavities and organs, divisions of the back and the planes of the body and body system disorders.

Prerequisite: None.
Corequisite: None.

## MICR - Microbiology

### MICR 112 - General Microbiology (4)

Representative examples of bacteria, viruses, fungi, protozoa, and Multicellular parasites are studied, with special concentration given to microorganisms that are significant to human health. Aspects of classification, metabolism, genetics, control mechanisms, chemotherapy, and antibiotic/resistance are considered. Topics covered include principles of infectious disease transmission, immunology, biotechnology, bioterrorism, and environmental remediation.

Prerequisite: ANAT111, PHYS111.
Corequisite: None.

## NT - Nutrition

### NT100 - Nutrition (3)

This course provides an introduction to basic principles of nutrition as it relates to health promotion, disease prevention, and nutritional support throughout the life cycle. Weight management and physical fitness are also considered. Students explore current nutritional therapy, the interactions between nutrition and medications and the role of nutrition in the treatment of selected diseases.

Prerequisite: None.
Corequisite: None.

## NURS - Nursing

### NURS 101 - Professional Communication & Role Transition Seminar (1)

This course develops essential communication skills and role expectations for nursing practice, focusing on effective interactions and interprofessional communication for safe client outcomes. Students will also learn to demonstrate accountability, modeling professional values and behaviors aligned with the state-specific Nurse Practice Act.

Prerequisite: None.
Corequisite: None.

### NURS102 - Professional Communication & Role Transition Advanced Seminar (2)

Integration into Nursing is a comprehensive course designed for students in the Associate Degree in Nursing (ADN) program. This course synthesizes and integrates knowledge acquired throughout the nursing program to prepare students for professional practice. Students will participate in assessments corresponding to each completed course in the ADN program, identifying individual strengths and areas for growth. A comprehensive review will ensure mastery of required nursing content and achievement of program outcomes, providing a strong foundation for their role transitions.

Prerequisite: NURS117, NURS117C.
Corequisite: NURS118, NURS118C

### NURS 112 - Fundamentals of Nursing (4)

This course introduces the foundational principles of nursing, emphasizing the nursing process and its application in caring for clients across the lifespan. It focuses on the development of basic nursing skills, health promotion, disease prevention, and understand the principles of clinical judgment and critical thinking.

Prerequisite: ANAT111, PHYS111.
Corequisite: NURS112C.

### NURS 112C - Fundamentals of Nursing, Clinical (4)

This course introduces foundational principles of nursing, emphasizing the nursing process in caring for clients across the lifespan. Students will practice basic nursing skills in clinical settings, focusing on health promotion, disease prevention, and the application of clinical judgment and critical thinking.

The course is designed to develop students' abilities to provide safe, client-centered care, helping them understand and apply key concepts.

Prerequisite: ANAT111, PHYS111.
Corequisite: NURS112.

### NURS 113 - Beginning Medical/Surgical Nursing (4)

This course aims to present the principles of nursing through the nursing process, emphasizing medical-surgical nursing for adults with acute and chronic health problems. It focuses on maintaining or restoring health while enhancing clinical judgment and critical thinking.

Prerequisite: MICR112, NURS112, NURS112C.
Corequisite: NURS113C.

### NURS 113C - Beginning Medical/Surgical Nursing, Lab/Clinical (4)

This course introduces foundational principles of nursing, emphasizing the nursing process in caring for clients across the lifespan. Students will practice basic nursing skills in clinical settings, focusing on health promotion, disease prevention, and the application of clinical judgment and critical thinking. The course is designed to develop students' abilities to provide safe, client-centered care, helping them understand and apply key concepts.

Prerequisite: MICR112, NURS112, NURS112C.
Corequisite: NURS113.

### NURS 114 - Maternal/Child Nursing (4)

This course integrates QSEN competencies to provide comprehensive nursing care for women during the childbearing period and their newborns. The pediatric nursing component emphasizes growth and development, addressing the medical-surgical needs of children with health deviations from acute to complex, while promoting the restoration of health and well-being.

Prerequisite: NURS115, NURS115C.
Corequisite: NURS114C.

### NURS 114C - Maternal/Child Nursing, Lab/Clinical (4)

In this course, students will apply the nursing process, principles, and concepts, along with critical thinking and reasoning, to provide safe, client-centered, evidence-based care to maternal clients, in addition to maternal and pediatric clients with complex conditions.

Prerequisite: NURS115, NURS115C.
Corequisite: NURS114.

### NURS 115 - Intermediate Medical/Surgical Nursing (4)

This course aims to present the principles of nursing through the nursing process, emphasizing medical-surgical nursing for adults with complex acute health problems. It focuses on maintaining or restoring health while enhancing clinical judgment and critical thinking.

Prerequisite: NURS116, NURS116C.
Corequisite: NURS115C.

### NURS 115C - Intermediate Medical/Surgical, Lab/Clinical (4)

In this course, students will utilize the nursing process, principles, and concepts, along with critical thinking and reasoning, to provide safe, client-centered, evidence-based therapeutic care to clients with common to complex medical-surgical conditions in an acute care setting with minimal assistance.

Prerequisite: NURS116, NURS116C.
Corequisite: NURS115.

### NURS 116 - Behavioral Health Nursing (4)

In this course, students will gain theoretical knowledge focused on the developmental stages of adult, geriatric and adolescent clients with complex psychosocial deficits and mental health challenges. The course will focus on promoting mental wellness, managing acute and chronic episodes of mental health deviations, and supporting recovery in a variety of care settings.

Prerequisite: NURS113, NURS113C.
Corequisite: NURS116C.

### NURS 116C - Behavioral Health Nursing, Lab/Clinical (4)

In this course, students will utilize the nursing process, principles, and concepts, along with critical thinking and clinical reasoning, to provide safe, client-centered, evidence-based therapeutic care to clients experiencing mental health deviations.

Prerequisite: NURS113, NURS113C.
Corequisite: NURS116.

### NURS 117 - Advanced Medical/Surgical Nursing (4)

This course focuses on preparing students with the competency to understand and articulate the

epidemiological and pathophysiological principles needed to identify health deviations and prioritize healthcare needs in clients with complex conditions. Students will incorporate QSEN competencies to identify interprofessional and nursing management practices and address the teaching needs of clients with multifactorial health deviations.

Prerequisite: NURS114, NURS114C.
Corequisite: NURS117C.

### NURS 117C - Advanced Medical/Surgical Nursing, Lab/Clinical (4)

In this course the student will apply the nursing process and clinical judgment model to improve clinical judgment and reasoning, identifying health deviations, and prioritizing healthcare needs of clients. Utilizing a hands-on approach, this course prepares students to manage nursing care within the healthcare system. It integrates QSEN competencies to identify interprofessional and nursing management practices and addresses the educational needs of clients with multifactorial health deviations.

Prerequisite: NURS114, NURS114C.
Corequisite: NURS117.

### NURS 118 - Advanced Medical/Surgical Nursing II/Leadership (4)

This course explores the core concepts and principles of leadership and management in professional nursing. Students will engage with critical topics such as standards of practice, ethical considerations, leadership styles, effective delegation, teamwork, and conflict management. Emphasis is placed on strategies to enhance the professional nursing role and identity. Additionally, students will learn to critically evaluate nursing care within the broader healthcare system, preparing them for leadership roles in diverse healthcare settings.

Prerequisite: NURS117, NURS117C.
Corequisite: NURS118C, NURS102

### NURS 118C - Advanced Medical/Surgical Nursing II, Lab/Clinical (4)

The focus of this course will emphasize the application of leadership and management principles in professional nursing practice. Students will provide safe, client-centered, evidence-based care for adult clients with multiple health deviations in an acute care settings. Utilizing the nursing process and

clinical judgement model, students will develop and refine their therapeutic care skills. The course also integrates leadership theory by involving students in collaborative experiences with registered nurses in a leadership role. This hands-on approach prepares students to assume leadership roles and effectively manage nursing care within the healthcare system.

Prerequisite: NURS117, NURS117C.
Corequisite: NURS118, NURS102

## OPT - Optical Technician

### OPT 100 - Light and Single Vision (6)

This module starts with an introduction to light, refraction, and reflection. Students learn basic anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Students receive hands-on experience in lensometry, frame measurements and patient measurements. Students practice the steps required to fabricate a pair of single vision glasses. American National Standards Institute (ANSI) standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses. Students practice salesmanship through role-playing. Causes and treatments of low vision are discussed. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.
Corequisite: None.

### OPT 200 - Multifocals (6)

This module starts with an introduction to anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Students receive hands-on experience in lensometry, frame measurements, patient measurements and progressive lens mapping techniques. Students practice the steps required to fabricate multifocal glasses using plastic, metal and nylon-chord frames. Vertical imbalance, slab-off, and image jump are

discussed. ANSI standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses. Students gain practical experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.
Corequisite: None.

### OPT 300 - Frames/Lenses (6)

In this module, students learn about different lens and frame materials and designs. Students learn about various optical products available in the market. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn about prism and Prentice's Rule. Students receive hands-on experience in lensometer, frame measurements and patient measurements. Students practice frame standard and anatomical alignments and repairs. ANSI standards are presented and students' projects are checked according to the standards. Students are introduced to salesmanship and the personal computer. Students gain practical experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.
Corequisite: None.

### OPT 400 - Soft Contact Lenses (6)

In this module, students learn about contact lens (CL) terminology and design. They study anatomy and the physiology of the eye as it relates to CL fitting.  Diopter power, prescription and transposition are discussed. Students learn the effect of vertex distance on lens power. Refractive errors are presented. Students learn to fit, insert and remove soft CL's. Students study the proper care system for these lenses. Students gain hands-on practice with keratometer, slit lamp and other related instruments to verify CL parameters. Students are introduced to various complications and medical problems related to CL wear. ANSI standards are presented, and customer service and follow-up schedules are discussed.

Prerequisite: None.
Corequisite: None.

### OPT 500 - Rigid Contact Lenses (6)

In this module, students learn about contact lens (CL) terminology and design. They study anatomy and the physiology of the eye as it relates to CL fitting.  Diopter power, prescription and transposition are discussed. Students learn the effect of vertex distance on lens power. Refractive errors are presented, and they study the proper care system for these lenses. Students gain hands-on practice with keratometer, slit lamp and other related instruments to verify CL parameters. Students are introduced to various complications and medical conditions that require specialty contact lens fitting. Keratoconus management is discussed. Presbyopia and multi-focal contact lenses are discussed.  ANSI standards are presented, and customer service and follow-up schedules are discussed.

Prerequisite: None.
Corequisite: None.

### OPT 600 - Anatomy/Physiology/Prisms (6)

This module starts with an introduction to anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed.  Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed.  Prentice's Rule is introduced and students calculate induced prism. Strabismus is discussed and students learn about prescribed prism.  Students receive hands-on experience in lensometry, frame measurements and patient measurements. Students practice the steps required to fabricate a pair of glasses with prescribed prisms. ANSI standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses, and students practice salesmanship through role-playing. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.
Corequisite: None.

### OPT 700 - Optical Office Procedures (6)

This module starts with lectures on anatomy, physiology and medical disorders. Students learn about lens aberrations, calculation of the best base curves and how to use the lens clock. Metric system and diopter power are discussed. Students learn about prescriptions, true powers, and transposition. Students receive hands-on practice in lensometer, frame measurements and patient measurements. Students practice the steps required to fabricate and

tint rimless and nylon-chord glasses. ANSI standards are presented and students' projects are checked according to the standards. Students learn duties of optical office and practice salesmanship through role-playing. Students learn about HIPAA and vision care billing. Students practice adjustments and repair frames using hand tools. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.
Corequisite: None.

### EXT-OPT - Externship (8.5)

The externship course enables students to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program.  Externs work under the direct supervision of qualified personnel at the externship site and under the supervision of College staff.  Externs are evaluated by supervisory personnel, and the evaluations are placed in the student's permanent record.  Optical students must complete their externship training to fulfill graduation requirements.

Prerequisite: OPT100, OPT200, OPT300, OPT400, OPT500, OPT600, OPT700.
Corequisite: None.

## OTA - Occupational Therapy Assistant

### OTA 100 - Principles of OT (2)

This course presents an introduction to occupational therapy, including the historical development, philosophy, models of practice, theoretical concepts, and the influence of socioeconomic status and ethnicity on occupational performance.  Emphasis is on the roles of the occupational therapy assistant.  Topics include the role of occupations and activities in daily life and health and wellness; education and functions of occupational therapy professionals in the US and abroad; an introduction to the Occupational Therapy Practice Framework III (OTPF III) as it applies to clients and influences practice; current health care environment and the emphasis on client participation.

Prerequisite: None.
Corequisite: None.

### OTA 130 – Conditions in Occupational Therapy I (4)

This course is the first in a series of two courses that apply knowledge of conventional anatomy and physiology as a basis for understanding how disease and injury are disruptors for occupational performance; this course focuses on pediatric and mental health conditions. Emphasis is placed on the clients' experience of the disease or injury (client-centered) and how that influences the quality and degree to which they are able to engage in daily occupations, while also addressing underlying neurological mechanisms where relevant. Students will be introduced to therapy interventions and learn the role of OT practitioners in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies. Attention to infection control and treatment techniques related to each condition will be emphasized.

Prerequisite: ANAT200 and ANAT200-L.
Corequisite: None.

### OTA 170 – Conditions in Occupational Therapy II (4)

This course is the second in a series of two courses that apply knowledge of conventional anatomy and physiology as a basis for understanding how disease and injury are disruptors for occupational performance; this course focuses on physical conditions. Emphasis is placed on the clients' experience of the disease or injury (client-centered) and how that influences the quality and degree to which they are able to engage in daily occupations, while also addressing underlying neurological mechanisms where relevant. Students will be introduced to therapy interventions and learn the role of OT practitioners in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies. Attention to vital signs assessment and treatment techniques related to each condition will be emphasized.

Prerequisite: OTA130.
Corequisite: None.

### OTA 200 - Therapeutic use of Occupations (4)

This course builds on foundational concepts introduced in OTA 100.  The OTPF 3rd ed. is explored as a tool to understand occupation, occupational performance and engagement.  Occupational and

activity analysis methods are introduced and applied to occupations representing lifespan periods. Teaching-learning principles and techniques and the role of practice models, frames of reference, and evidence-based practice are incorporated into learning activities. Introduction to professional documentation and official documents informing OT practice are covered.

Prerequisite: OTA100.
Corequisite: None.

### OTA 210 - Human Structure and Function in Occupational Therapy (4)

This course uses the knowledge gained from anatomy and physiology and applies it to the physiological and mechanical principles of movement, specifically during occupational performance. This will include the study of the function of the skeletal, muscular and neuromuscular systems during normal performance and how pathology of these systems impacts the performance of occupations. The OTPF III will be emphasized as it pertains to client factors. In total, over the term, the student will have 60 contact hours.

Prerequisite: ANAT200, ANAT200-L, ANAT206.
Corequisite: None.

### OTA 220 - Group Dynamics and Leadership (2)

This course emphasizes experiential learning and understanding of group dynamics. The focus is placed on group process, group roles, and the relationship of the self to the group. Concepts taught include group development, roles and functions of groups, decision making, followership, leadership, conflict resolution, negotiation, and relational communication. Students will learn about frames of reference and practice models used to plan and lead therapeutic groups designed for varied client populations.

Prerequisite: HP215, OTA170, OTA210.
Corequisite: None.

### OTA 225 - Introduction to Fieldwork (1)

This course is designed to prepare students for their fieldwork experiences. Lab instruction will include topics relevant to safe and ethical occupational therapy practice in any setting, including patient confidentiality and HIPAA, OT Code of Ethics, diversity, and inter-disciplinary teamwork. Students will earn CPR and basic first aid certificates, and will

be guided through the process of being medically cleared for client contact in a practice setting. Students will also learn and practice skills relevant to professional communication (written and verbal) and collaboration, legal and ethical issues in fieldwork and practice, and will address supervisory issues relevant to practice settings with or without occupational therapy services, in order to best prepare for Level 1 Fieldwork experiences.

Prerequisite: HP215, OTA170, OTA210.
Corequisite: None.

### OTA 230 - Level I Fieldwork (3)

This is a health-related, work-based learning experience in which emphasis is placed on development of professional behaviors, communication skills, and beginning intervention skills within a practice setting. Structured assignments will be focused on identifying supports and barriers to occupational performance within the site's population, and on identifying strategies and interventions to enhance occupational performance. Students will work directly with clients (adults and/or children) with a variety of diagnoses and needs. Throughout the experience, students will address the psychological and social needs of the site's population. Students will complete several standardized assessments and develop and lead psychosocially-oriented groups. Students will gain experience with documentation and intervention planning.

Direct supervision will be provided by a qualified professional at the site. FWI provides students with opportunities to apply general skills learned in previous courses and specific skills learned in co-requisite OT courses. An accompanying lab allows students to share and process their experiences as a group and to develop and practice relevant skills.

Prerequisite: OTA220, OTA225, OTA245.
Corequisite: None.

### OTA 245 - Occupational Performance from Birth to Adolescence (5)

The first in a sequence of courses addressing the emergence of occupational behaviors, skills and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of the pediatric population at home, at work and in the community. Approaches to applying the occupational therapy process by the occupational

therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

Prerequisite: HP215, OTA170, OTA210.
Corequisite: None.

### OTA 250 - Occupational Therapy Services in Psychosocial Settings (4)

This course will examine the occupational therapy process in relation to individuals with psychosocial disorders and disruptions. Topics include assessment/evaluation tools and techniques, frames of reference, group processes and group dynamics, psychiatric diagnosis based on the current Diagnostic and Statistical Manual, effective documentation skills, and intervention strategies specific to this population.  Using the OTPF III as a guide, students build their abilities to plan, implement and evaluate interventions for persons representing the full lifespan.  Personal and professional development as a professional responsibility is included.

Prerequisite: OTA220, OTA225, OTA245.
Corequisite: None.

### OTA 260 - Occupational Performance in Adulthood (5)

The second in a sequence of courses addressing the emergence of occupational behaviors, skills and life roles in humans throughout the lifespan.  This course presents theoretical frameworks and models for understanding the occupational nature of adults at home, at work and in the community.  Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

Prerequisite: OTA220, OTA225, OTA245.
Corequisite: None.

### OTA 270 - Occupational Performance in the Elderly (5)

The third in a sequence of courses addressing the emergence of occupational behaviors, skills and life roles in humans throughout the lifespan.  This course presents theoretical frameworks and models for

understanding the occupational nature of the elderly at home, in work-related environments, in temporary and long-term institutional settings, and in the community.  Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.  Students are exposed to specialized interventions such as low vision, fall prevention and driver rehabilitation.

Prerequisite: OTA230, OTA250, OTA260.
Corequisite: None.

### OTA 280 - OTA Clinical Competency (2)

This course provides an opportunity for OTA students to advance and review key practice skills essential for successful OTA performance at fieldwork sites. Through a blended lecture and in-class lab, students will gain the knowledge, skills, and confidence to perform successfully in varied practice settings with a wide range of client populations.  The primary focus will be to review and demonstrate competent performance in all essential skills for safe practice as an OTA student under the supervision of a licensed OT.

Prerequisite: OTA230, OTA250, OTA260.
Corequisite: NONE.

### OTA 300A - Level II Fieldwork A (12.5)

This is the first of two 320 hour culminating fieldwork experiences that provides students the opportunity to integrate and build on earlier knowledge, skills and clinical experiences from quarters 1-6.  Students apply critical thinking and problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

Prerequisite: HP220, OTA270, OTA280.
Corequisite: None.

### OTA 300B - Level II Fieldwork B (12.5)

This is the second of two 320 hour culminating fieldwork experiences that provides students the opportunity to integrate and build on earlier knowledge, skills and clinical experiences from quarters 1-6.  Students apply critical thinking and

problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

Prerequisite: OTA290A, PSYC100, ENGL100, MATH100.
Corequisite: None.

## PHAR - Pharmacology

### PHAR 101 - Pharmacology I (2.5)

Pharmacology I introduce students to the principles of pharmacology, the legal aspects of medication administration and the role of the VN in administration of medications as part of the nursing process. Principles of client teaching required to support safe and effective medication administration are considered. Students identify medications often used in the care of clients with alterations of health related to the integumentary, musculoskeletal, and gastrointestinal systems.

Prerequisite: ANA100, VOCN100, VOCN100L, VOCN100C.
 Corequisite: None.

### PHAR 201 - Pharmacology II (2.5)

Pharmacology II continues the study of the medication's actions and adverse reactions as they related the nursing care of clients with alterations in urinary, sensory, cardiac, respiratory, blood and lymphatics, endocrine, reproductive, and neurological systems in a variety of clinical situations. Students will continue to consider safety, legal and ethical aspects and client educational needs when administering medications emphasized in this course.

Prerequisite: VOCN200, VOCN200C, VOCN200L, VOCN211C, PHAT101
 Corequisite: None

## PHARM - Pharmacology

### PHARM 1 - Pharmacology I (3)

Pharmacology I introduce students to the principles of pharmacology, the legal aspects of medication administration and the role of the VN in administration of medications as part of the nursing process. Principles of client teaching required to support safe and effective medication administration are considered. Students identify medications often

used in the care of clients with alterations of health related to the integumentary, musculoskeletal, and gastrointestinal systems.

Prerequisite: ANA100, VOCN100, VOCN100L, VOCN100C.
 Corequisite: None.

### PHARM 2 - Pharmacology II (3)

Pharmacology II continues the study of the medication's actions and adverse reactions as they related the nursing care of clients with alterations in urinary, sensory, cardiac, respiratory, blood and lymphatics, endocrine, reproductive, and neurological systems in a variety of clinical situations. Students will continue to consider safety, legal and ethical aspects and client educational needs when administering medications emphasized in this course.

Prerequisite: VOCN200, VOCN200C, VOCN210, VOCN210C, PHARM1.
Corequisite: None.

### PHARM 113 - Pharmacology for Nursing (4)

This course provides an in depth understanding of the different classifications of  drugs, and their physiologic and chemical basis of operation within the human body. It also provides an understanding of the methods of delivery of drugs; proper administration of complex pharmacologic treatments; and the interactions different drugs may have with each other, foods, other therapies, and the environment.

Prerequisite: None.
Corequisite: None.

## PHR - Pharmacology

### PHR100 – Pharmacology 1 (2.5)

Pharmacology I introduces students to the principles of pharmacology, the legal aspects of medication administration and the role of the VN in administration of medications as part of the nursing process. Principles of client teaching required to support safe and effective medication administration are considered. Students identify medications often used in the care of clients with alterations of health related to the integumentary, musculoskeletal, and gastrointestinal systems.

Prerequisite: AP100, NT100, VN010, VN010L, VN010C

Corequisite: None.

### PHR200 – Pharmacology 2 (2.5)

Pharmacology II continues the study of the medication's actions and adverse reactions as they related the nursing care of clients with alterations in urinary, sensory, cardiac, respiratory, blood and lymphatics, endocrine, reproductive, and neurological systems in a variety of clinical situations. Students will continue to consider safety, legal and ethical aspects and client educational needs when administering medications emphasized in this course.

Prerequisite: PHR100, VN020, VN020C
Corequisite: None.

## PHYS - Physiology

### PHYS 111 - Human Physiology (4)

The course provides an in-depth introduction to the physiology of the human body and gives students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. Organ systems are studied with respect to their interactions under normal and abnormal conditions. Major topics include cell function, tissues, organization of the human body, and physiology of all body systems. Laboratory experiences reinforce concepts studied in lecture and introduce students to clinical techniques.

Prerequisite: None.
Corequisite: None.

## PSYC - Psychology

### PSYC100 - Psychology (4)

This course provides basic psychological concepts such as the nervous system, memory, intelligence, and development as well as Freudian, humanistic, social, cognitive, and trait theories.

Prerequisite: None.
Corequisite: None.

## PSYCH - Psychology

### PSYCH 1 - Psychology (43

This course is an introduction to general psychology. Students will learn human behavior and mental processes with emphasis on basic theory and research generated by the scientific method. Major topics include psychobiology, learning, human cognition, personality, lifespan development, psychological disorders, therapeutic approaches, and social psychology. The purpose of this course is to teach the concepts and facts of psychology. It is also the purpose of this course to introduce students to the science of learning and memory that can increase the amount of information learned and retained.

Prerequisite: None.
Corequisite: None.

## PTA - Physical Therapist Assistant

### PTA 100 - Introduction to PTA (2)

This course introduces students to the physical therapy profession with topics including: American Physical Therapy Association (APTA) membership and participation, Standards of Ethical Conduct and Guide to Physical Therapy Practice, as well as laws and regulations pertaining to the practice of physical therapy. Additional areas of study include: cultural perceptual differences, ancillary health care services, and health care delivery systems. Basic concepts for legal and effective clinical documentation are introduced. Each student will present a research paper related to a clinical topic.

Prerequisite: None.
Corequisite: PTA 100-L.

### PTA 100-L - Introduction to PTA Lab (2)

Introduction to Physical Therapist Assistant Lab introduces students to the physical therapy profession through practical training. Students experience introductory physical therapy practice as they perform basic skills including demonstrating proper body mechanics, positioning, lifting, transfer techniques, gait training, universal precautions, and vital signs. Students will document using basic documentation skills acquired through the course.

Prerequisite: None.
Corequisite: PTA 100.

### PTA 104 – Professional Communications for the PTA (4)

Professional Communications for the Physical Therapist Assistant prepares students for verbal and written communication requirements within the clinical environment and community. Emphasis is

placed on understanding and appreciating diverse attitudes regardless of age, gender, culture or socioeconomic status. Learning activities on documentation using approved medical terminology and format are integrated into this course while students explore clinical skills and principles developed in subsequent courses.

Prerequisite: None.
Corequisite: None.

### PTA 211 - Clinical Skills for the PTA (2)

Clinical Skills prepares students in theoretical concepts for basic data collection methods in manual muscle testing, muscle length testing, osteokinematic and arthrokinematic function, end-feel, anthropometric measures and goniometry. Students will understand how impairments are identified through data collection and utilized in designing treatments for different patient conditions.  Students will incorporate literature reviews to determine evidence-based outcome measures for data collection methods.

Prerequisite: ANAT 200, ANAT 200-L, PTA 100, PTA 100-L.
Corequisite: PTA 211-L.

### PTA 211-L - Clinical Skills for the PTA Lab (2)

Clinical Skills provides students practice in performing techniques for basic data collection methods in manual muscle testing, muscle length testing, osteokinematic and arthrokinematic function, end-feel, anthropometric measures and goniometry. Students demonstrate modification of techniques as necessary based on patient condition.  Students will understand how impairments are identified through data collection and utilized in designing treatments for different patient conditions.  Students will incorporate literature reviews to determine evidence-based outcome measures for data collection methods.

Prerequisite: ANAT 200, ANAT 200-L, PTA 100, PTA 100-L.
Corequisite: PTA 211.

### PTA 215 - Musculoskeletal I (2)

Musculoskeletal I facilitates a deeper understanding of applied musculoskeletal anatomy, osteokinematic and arthrokinematic principles associated with functional movement. Understanding muscle action, joint motion and nerve involvement correlating with common musculoskeletal dysfunctions will be the focus.  Abnormal movement and impairments manifesting from common musculoskeletal dysfunction will be explored.  Soft tissue mobilization techniques are introduced as an intervention technique.  Concepts of pain science including pain mechanisms and utilizing pain scale to determine appropriate treatments will be discussed.  Students are introduced to identifying appropriate interventions based on impairments as they begin understanding the concepts of clinical decision-making.  Documentation of treatment will also be included through case studies.

Prerequisite: ANAT 208, ANAT 208-L, PTA 211, PTA 211-L.
Corequisite: PTA 215-L.

### PTA 215-L - Musculoskeletal I Lab (2)

Musculoskeletal I facilitates a deeper understanding of applied musculoskeletal anatomy, osteokinematic and arthrokinematic principles associated with functional movement. Understanding muscle action, joint motion and nerve involvement correlating with common musculoskeletal dysfunctions will be the focus.  Abnormal movement and impairments manifesting from common musculoskeletal dysfunction will be explored.  Students are introduced to identifying appropriate interventions based on impairments as they begin understanding the concepts of clinical decision-making.   Soft tissue mobilization techniques are introduced as an intervention technique.  Concepts of pain science including pain mechanisms and utilizing pain scale to determine appropriate treatments will be discussed.  Documentation of treatment will also be included through case studies.  Students will practice manual therapy treatment techniques and demonstrate appropriate interventions based on diagnosis and stage of condition.

Prerequisite: ANAT 208, ANAT 208-L, PTA 211, PTA 211-L.
Corequisite: PTA 215.

### PTA 216 - Pathophysiology for the PTA (4)

Pathophysiology for the Physical Therapist Assistant defines and identifies pathology, disease, abnormal laboratory findings, pathogenesis, etiology, history, clinical manifestations, morbidity, mortality, prognosis and epidemiology. Classifications for most diseases are identified by body system. Content within this course defines and describes the pathophysiology of certain diseases while illustrating anticipated impairments, functional limitations, and

disabilities that may, in conjunction with the disease, impact the patient. This approach is complemented by identifying the physical therapy interventions and the role of the physical therapist assistant in the disease management.

Prerequisite: PTA215, PTA215-L, PTA 220, PTA 220-L.
Corequisite: None.

### PTA 220 - Therapeutic Exercise I (2)

Therapeutic Exercise I presents foundational knowledge for application of therapeutic exercise to improve functional outcomes in patients of varying diagnoses, ages and physiological states. Primary areas of study include: prevention and wellness, range of motion, stretching, peripheral joint mobilization, resistive exercise, exercise physiology and the introduction to cardiac rehabilitation. Relating movement to the anatomy, physiology, arthrokinematics and arthrokinetics are the underpinning fundamentals in this course. Recognition of safety parameters including precautions and contraindications is required, as is an understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on role utilization of the physical therapist assistant and communication strategies within the established plan of care.

Prerequisite: ANAT208, ANAT208-L, PTA211, PTA211-L.
Corequisite: PTA220-L.

### PTA 220-L - Therapeutic Exercise I Lab (2)

*Therapeutic Exercise I Lab* component prepares students to apply principles of therapeutic exercise as intervention in an established physical therapy plan of care. Students will explore, identify, and implement therapeutic exercises as appropriate in diverse simulated patient populations. Primary areas of study include: prevention and wellness, range of motion, stretching, resistive exercise, exercise physiology and the introduction to cardiac rehabilitation. Students will apply anatomy, physiology, kinematic and kinetic principles to exercise progression. Students will identify safety parameters including precautions and contraindications, and normal and abnormal physiological responses associated with varying forms of exercise. Students will demonstrate appropriate technique, communication, and scope of practice for the physical therapist assistant while

performing assessments and simulated program upgrades within the established plan of care.

Prerequisite: ANAT208, ANAT208-L, PTA211, PTA211-L.
Corequisite: PTA220.

### PTA 224 - Development & Rehabilitation Across the Life Span (4)

Development and Rehabilitation across the Life Span provides foundational knowledge required to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist in various clinical settings. This course provides the student with basic knowledge and skills to work with patients along the development continuum from neonate to senescence. The student must identify mental and psychomotor delays related to specific pathologies and implement appropriate interventions that improve function and measure effectiveness. This course facilitates increased awareness in resource management under federal legislation guidelines that improves access to physical therapy services and adaptive equipment. Conditions are identified that require changes in the delivery of care based on socioeconomic status, age, gender and cultural beliefs.

Prerequisite: PTA216, PTA225, PTA225-L, PTA235, PTA235-L, PTA104.
Corequisite: None.

### PTA 225 - Musculoskeletal II (2)

Musculoskeletal II expands on the knowledge gained in Musculoskeletal I to discuss treatment progression and sequencing for common musculoskeletal dysfunctions. Focus will be on identifying impairments through data collection and the physical therapist plan of care then utilizing clinical reasoning skills to design an appropriate treatment. Concepts of stage of condition, patient demographics and extent of impairments due to dysfunction will be reinforced as clinical decision-making skills are developed. Students are also introduced to the PTA role in applying special tests in patient care. This course runs concurrently with Therapeutic Exercise to compliment development of treatment interventions. Documentation will also be incorporated into case studies as students practice simulated patient care.

Prerequisite: PTA 215, PTA 215-L PTA220, PTA220-L.
Corequisite: PTA225-L.

**PTA 225-L - Musculoskeletal II Lab (2)**

Musculoskeletal II expands on the knowledge gained in previous courses to discuss treatment progression and sequencing for musculoskeletal dysfunctions.  Focus will be on identifying impairments through data collection and the physical therapist plan of care then developing clinical reasoning skills to design an appropriate treatment.   Concepts of muscle action, joint motion, biomechanics, stage of condition and impairments due to dysfunction will be reinforced as clinical decision-making skills are developed. Common musculoskeletal conditions will be elaborated on for understanding of mechanism of injury, signs and symptoms, impairments and treatment.  Students will practice manual therapy skills and correlate appropriate techniques to musculoskeletal conditions.  Students will also practice relevant special tests as they recognize the role of the PTA in utilizing these tests in patient care. This course runs concurrently with Therapeutic Exercise to compliment development of treatments.

Prerequisite: PTA 215, PTA 215-L PTA220, PTA220-L.
Corequisite: PTA225.

**PTA 226 - Physical Agents (2)**

*Physical Agents* emphasizes an understanding of the clinical indications, contraindications, and considerations required for safe application of physical agents for the purpose of improving tissue healing and modulating pain, while improving the patient's capacity for increased function. Students will explore the scientific principles for use of electrotherapeutic modalities, physical agents and mechanical modalities including but not limited to athermal agents, cryotherapy, hydrotherapy, light agents, sound agents, thermotherapy, compression therapies, gravity assisted compression devices, mechanical motion devices and traction units. Students will develop appropriate documentation skills pertinent to effective communication of the intervention applied. Agents will be studied within the context of safety as well as legal and appropriate administration by a physical therapist assistant under the direction and supervision of a physical therapist.

Prerequisite: PTA216, PTA225, PTA225-L, PTA235, PTA235-L, PTA104.
Corequisite: PTA226-L.

**PTA 226-L - Physical Agents Lab (2)**

*Physical Agents Lab* component provides students an environment to practice safe application of physical agents to facilitate tissue healing and modulate pain in order to improve patient functional mobility. Students will explore electrotherapeutic modalities, physical agents and mechanical modalities including but not limited to athermal agents, cryotherapy, hydrotherapy, light agents, sound agents, thermotherapy, compression therapies, gravity assisted compression devices, mechanical motion devices and traction units. Students will gain competence by performing therapeutic interventions in simulated patient scenarios with heat, paraffin, fluidotherapy, cold/cryo (cold packs, ice massage and cold baths), vapocoolant, contrast baths, ultrasound, traction, iontophoresis, phonophoresis, biofeedback, hydrotherapy, light/laser, and electrical stimulation. Students will demonstrate administration of the agents and communication as appropriate for a physical therapist assistant under the direction and supervision of a physical therapist on simulated patients having diverse characteristics.

Prerequisite: PTA216, PTA225, PTA225-L, PTA235, PTA235-L, PTA104.
Corequisite: PTA226.

**PTA 234 - Principles of Rehabilitation (2)**

Principles of Rehabilitation introduces the student to a variety of learning experiences directed towards treating patients with varying musculoskeletal dysfunctions, impairments, and functional limitations.  Areas of study will include, but are not limited to, rehabilitation implications and principles/ protocols, functional outcome measures, special tests, neurodynamics and joint mobilization.  In addition to extremity and spine conditions, course material will also include gait analysis and identification of compensations and appropriate interventions.  Upon completion of this course the student will have greater knowledge on how to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist, while treating patients of varying musculoskeletal conditions along the entire health care continuum from acute care through outpatient care.

Prerequisite: PTA216, PTA225, PTA225-L, PTA235, PTA235-L, PTA104.
Corequisite: PTA234-L.

**PTA 234-L - Principles of Rehabilitation Lab (2)**

Principles of Rehabilitation introduces the student to a variety of learning experiences directed towards treating patients with varying musculoskeletal dysfunctions, impairments, and functional limitations. Areas of study will include, but are not limited to, rehabilitation implications and principles/protocols, functional outcome measures, special tests, neurodynamics and joint mobilization. In addition to extremity and spine conditions, course material will also include gait analysis and identification of compensations and appropriate interventions. Upon completion of this course the student will have greater knowledge on how to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist, while treating patients of varying musculoskeletal conditions along the entire health care continuum from acute care through outpatient care.

Prerequisite: PTA216, PTA225, PTA225-L, PTA235, PTA235-L, PTA104.
Corequisite: PTA234.

**PTA 235 - Neuromuscular (2)**

The purpose of this course is to develop a general understanding of the nervous system including neuroanatomy, neurophysiology, neural transmission, motor control and planning and how these factors affect movement and function. This course will expand upon etiology, signs and symptoms and resulting dysfunction due to neurologic pathology including cerebral palsy, spinal cord injury, genetic disorders, cerebral vascular accidents, traumatic brain injury, dementia, Parkinsons, myelomeningocele. Emphasis will be on identification of impairments and developing appropriate interventions based on patient diagnosis and limitations. Students will also discuss neurodevelopmental and proprioceptive neuromuscular facilitation techniques as treatment.

Prerequisite: PTA 215, PTA215-L, PTA 220, PTA220-L.
Corequisite: PTA235-L.

**PTA 235-L - Neuromuscular Lab (2)**

The purpose of this course is to develop a general understanding of the nervous system including neuroanatomy, neurophysiology, neural transmission, motor control and planning and how these factors affect movement and function. This course will expand upon etiology, signs and symptoms and resulting dysfunction due to neurologic pathology including cerebral palsy, spinal cord injury, genetic disorders, cerebral vascular accidents, traumatic brain injury, dementia, Parkinsons, myelomeningocele. Emphasis will be on identification of impairments and developing appropriate interventions based on patient diagnosis and limitations. Students will also discuss neurodevelopmental and proprioceptive neuromuscular facilitation techniques as treatment.

Prerequisite: PTA 215, PTA215-L, PTA 220, PTA220-L.
Corequisite: PTA 235.

**PTA 240 - Interprofessional Collaborative Practice & Cultural Competence in Healthcare (2)**

This course introduces the student to models of cultural competence, exploration of culture, and communication. Within the course students will develop skills of identification and self-awareness relative to the models and apply this organizational framework to the health care setting. Students will explore culturally specific barriers to health care delivery and outcomes. Students will identify and develop culturally effective communication. Students will explore interprofessional objectives in collaborative practice and patient management. Students will apply didactic concepts through volunteering in a clinical setting or providing community service and will complete a service project.

Prerequisite: PTA224, PTA226, PTA226-L, PTA234, PTA234-L.
Corequisite: None.

**PTA 241 - Cardiopulmonary (1)**

Cardiac and pulmonary physiologies are explored incorporating therapeutic exercises to improve ventilatory capacity and cardiopulmonary function. Recognition of safety parameters including precautions, contraindications and considerations are required, as is an understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on understanding the role of the physical therapist assistant while performing interventions, assessments and program upgrades within the established plan of care and on appropriate education, communication and documentation.

Prerequisite: PTA224, PTA226, PTA226-L, PTA234, PTA234-L.
Corequisite: PTA 241-L.

**PTA 241-L - Cardiopulmonary Lab (1)**

Cardiac and pulmonary physiologies are explored incorporating therapeutic exercises to improve ventilatory capacity and cardiopulmonary function. Recognition of safety parameters including precautions, contraindications and considerations are required, as is an understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on understanding the role of the physical therapist assistant while performing interventions, assessments and program upgrades within the established plan of care and on appropriate education, communication and documentation.

Prerequisite: PTA224, PTA226, PTA226-L, PTA234, PTA234-L.
Corequisite: PTA 241.

**PTA 242 - PTA Law, Ethics & Professionalism (2)**

This course introduces students to biomedical and health care ethics. Topics include a wide range of subjects from exploring national policy and the rights of patients, to developing appreciation of culture and environment on the patient perspective in health care. This course has also been intended to help students develop tools to assess how health care professionals and consumers make difficult health care choices, and to assess their own biases related to health care perception. This course will also review California Laws and Ethics material as related to the exam required for licensure.

Prerequisite: PTA241, PTA241-L, PTA240, PTA245, PTA245-L.
Corequisite: None.

**PTA 245 - PTA Clinical Competency Review (2)**

Clinical Competency Review provides an opportunity for PTA students to advance and review key clinical skills essential for successful physical therapy performance at the clinical site. The primary focus will be to review and demonstrate competent performance in all essential clinical skills for safe practice as a PTA student under the supervision of a licensed PT with guidelines for progression toward entry level PTA performance. Students will develop a comfort level for knowledgeable and legal clinical practice through clinically relevant practical experience with simulated case scenarios. The students must achieve proficiency in all competencies prior to commencing clinical affiliation. This blended course reviews the clinical and safety rationale for progressing critical clinical thinking skills while providing skill training with simulated patient scenarios. Live participants will be utilized to simulate a clinical environment as well as role playing with peers. The students will be taken through the admission process to discharge in case scenarios. Students will design daily treatment plans including weekly progression based on the Physical Therapist's plan of care using simulated case study scenarios and live patient care.

Prerequisite: PTA224, PTA226, PTA226-L, PTA234, PTA234-L.
Corequisite: PTA245-L.

**PTA 245-L - PTA Clinical Competency Review Lab (2)**

Clinical Competency Review provides an opportunity for PTA students to advance and review key clinical skills essential for successful physical therapy performance at the clinical site. The primary focus will be to review and demonstrate competent performance in all essential clinical skills for safe practice as a PTA student under the supervision of a licensed PT with guidelines for progression toward entry level PTA performance. Students will develop a comfort level for knowledgeable and legal clinical practice through clinically relevant practical experience with simulated case scenarios. The students must achieve proficiency in all competencies prior to commencing clinical affiliation. This blended course reviews the clinical and safety rationale for progressing critical clinical thinking skills while providing skill training with simulated patient scenarios. Live participants will be utilized to simulate a clinical environment as well as role playing with peers. The students will be taken through the admission process to discharge in case scenarios. Students will design daily treatment plans including weekly progression based on the Physical Therapist's plan of care using simulated case study scenarios and live patient care. Documentation of treatments based on case study will be utilized.

Prerequisite: PTA224, PTA226, PTA226-L, PTA234, PTA234-L.
Corequisite: PTA245.

**PTA 250 - Clinical Practicum I (10)**

*Clinical Practicum I* provides each student with the opportunity to observe and apply basic skills performed within the classroom while under constant supervision in the clinical setting. The aim of this experience includes observation of departmental activities including familiarization in

delegation while applying basic intervention skills, safety awareness, documentation, communication, and modality application and experience clinical practice.

Prerequisite: PTA241, PTA241-L, PTA240, PTA245, PTA245-L.
Corequisite: None.

### PTA 255 - Clinical Practicum II (10)

*Clinical Practicum II* provides each student with the opportunity to experience clinical practice. Upon completion, the student is expected to achieve knowledge and skills that are required to implement a plan of care under the direction of a licensed physical therapist to improve mobility and function of patients of varying diagnosis and impairments. Students are expected to perform clinical skills with increasing efficiency as well as implement knowledge learned through ongoing coursework. Attention will be paid to developing proficiency in the communication and interaction between a PT/PTA as well as demonstrating appropriate PT/PTA clinical relationship. The student will attain the ability to provide patient care with quality, efficiency, complexity, and consistency under the supervision and guidance of a physical therapist and reflective of a PTA student progressing toward competency consistent with an entry level physical therapist assistant.

Prerequisite: PTA242, PTA250, ENGL100, PSYC100, MATH100.
Corequisite: None.

### PTA 265 - PTA Licensure Exam Review (2)

This course will prepare students for the National Physical Therapist Assistant Examination (NPTAE) for the Physical Therapist Assistant, developed and administered by Federation of State Boards of Physical Therapy (FSBPT) via a series of review exercises and practice exams.

Prerequisite: PTA242, PTA250, ENGL100, PSYC100, MATH100.
Corequisite: None.

## PT - Pharmacy Technician

### PT 1 - Pharmacy Law (6)

This module provides students with an understanding of the history of pharmacy. It explores laws that govern the field, and the legal duties and responsibilities of both the Pharmacist and Pharmacy Technician are discussed. Effective communication techniques, proper telephone techniques, competency, and ethics are also covered. Students are introduced to various drug reference books and learn to utilize certain resources effectively. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration and side effects. Students gain familiarity with regulatory agencies and their functions including DEA, NAPB, State Boards, FDA, TJC, ASHP, and CSHP. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.
Corequisite: None.

### PT 2 - Drug Fundamentals (6)

This module presents a general overview of basic chemistry skills and students learn how to use the periodic table of the elements. The atomic structure, respiratory system, chemotherapy, and the gastrointestinal system are discussed. Selected drugs are introduced. Students learn trade and generic names, pharmaceutical compounding, drug classifications, indications, dosages, routes of administration, and side effects. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.
Corequisite: None.

### PT 3 - Pharmacology (6)

This module presents an introduction to basic pharmacology including the various effects of drugs and the processes involved in pharmacokinetics. The structure and function of the nervous, cardiovascular, and the urinary systems are introduced. Common pathological conditions and diseases that affect each of the systems are discussed. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.
Corequisite: None.

**PT 4 - Drug Distribution (6)**

In this module, students are introduced to the language of pharmacy abbreviations. Students become adept at deciphering medication orders through daily lab exercises. They learn the mathematical conversions and dosage calculations necessary to correctly process drug orders in the hospital or inpatient pharmacy setting. The Unit Dose Drug Distribution System is introduced. Students apply hands-on procedures in cassette filling, unit dose prepackaging, and pharmaceutical compounding. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.
Corequisite: None.

**PT 5 - IV Preparation (6)**

This module provides the students with an understanding of the procedures, skills, and techniques used in the preparation of sterile products for both hospital and home healthcare pharmacies. Students learn the calculations involved in the preparation of intravenous solutions. Students apply hands-on procedures in the preparation of sterile products using aseptic technique. Students learn how to prepare large volume solutions, intravenous piggybacks, and total parenteral nutrition. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.
Corequisite: None.

**PT 6 - Retail Pharmacy (6)**

This module provides students with an understanding of the procedures employed in the retail-pharmacy setting. Such procedures include filling prescriptions accurately, drug procurement procedures, and third-party billing requirements. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications,

dosages, routes of administration, and side effects. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.
Corequisite: None.

**EXT-PT - Externship (12.0)**

The externship course enables students to demonstrate and reinforce the knowledge and skills learned and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under the supervision of College staff. Externs are evaluated by supervisory personnel and the evaluations are placed in the student's permanent record. Pharmacy Technician students must complete their externship training to fulfill graduation requirements.

Prerequisite: PT1, PT2, PT3, PT4, PT5, PT6.
Corequisite: None.

## RAD - Radiography

**RAD 120 - Introduction to Radiologic Sciences (1)**

This introductory course outlines the role of a radiologic technologist, the history of radiology, hospital and imaging department operations and exam reimbursement protocol. Students will be introduced to accreditation, certification, professional organizations, and the policies/regulations for the program.

Prerequisite: None.
Corequisite: None.

**RAD 150 - Medical Terminology (3)**

This course is an introduction to basic medical imaging terminology and prepares students for more advanced coursework in subsequent courses by providing an introduction to general medical imaging terminology. Students will study the roots, prefixes, suffixes, and abbreviations as well as general terms and their appropriate usage in medical imaging practice.

Prerequisite: None.
Corequisite: None.

**RAD 220 - Radiographic Physics (3)**

This course provides the needed concepts of how a radiographic image is produced for diagnostic radiography, fluoroscopy, and mobile radiography.

Atomic structure, magnetism, electricity and the circuitry of the x-ray unit are covered.

Prerequisite: RAD120, RAD150.
Corequisite: None.

### RAD 250 - Principles of Image Production (6)

This course will provide a knowledge base about the factors of x-ray image creation, which will include the equipment accessories and exposure factors that affect the quality of a radiograph. Students will participate in laboratory experiments to enhance the comprehension of image creation concepts.

Prerequisite: RAD120, RAD150.
Corequisite: None.

### RAD 320 - Radiographic Positioning I (4)

This course will provide the theory and laboratory practice for students to position patients for radiographic examinations of the respiratory system, abdomen, bony thorax, upper and lower extremities and related joints. Students will also be taught the use of proper radiation protection, and to analyze and critique the produced diagnostic images.

Prerequisite: RAD220, RAD250.
Corequisite: None.

### RAD 350 - Radiation Biology and Protection (6)

This course will provide the concepts of proper radiation protection protocols for the general public and imaging personnel. Regulatory agencies, dosage, shielding, and radiation protection principles for radiography, mobile radiography, and fluoroscopy will be explained. Students will perform laboratory experiments to enforce the concepts taught.

Prerequisite: RAD220, RAD250.
Corequisite: None.

### RAD 370 - Digital Imaging (2)

This course provides the base knowledge of computer/digital technology and the practical application of use within the radiologic field.

Prerequisite: RAD220, RAD250.
Corequisite: None.

### RAD 420 - Patient Care (3)

This course will provide the basic concepts and skills that are required for the appropriate standard of care for patients, which include communication, medical history documentation, and patient assistance. Students will demonstrate competence in taking vital signs and patient transfers. The importance of infection control and the technologists role in medical emergencies will be discussed.

Prerequisite: RAD320, RAD350, RAD370.
Corequisite: None.

### RAD 450 - Radiographic Positioning II (4)

This course will provide the theory and laboratory practice for students to position patients for radiographic examinations of the vertebral column, cranium, facial bones, and sinuses. Students will also be taught the use of proper radiation protection, and to analyze and critique the produced diagnostic images.

Prerequisite: RAD320, RAD350, RAD370.
Corequisite: None.

### RAD 470 - Law and Ethics in Imaging (2)

This course introduces the medico-legal and medical ethics principles of the healthcare profession specific to the imaging profession.

Prerequisite: RAD320, RAD350, RAD370.
Corequisite: None.

### RAD 500C - Clinical Practicum I (10)

This course is a practical application of the concurrent theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, and sinuses to include mobile radiography will be introduced under the supervision of certified Radiologic Technologists.

Prerequisite: RAD420, RAD450, RAD470.
Corequisite: None.

### RAD 520 - Radiographic Positioning III (4)

This course will provide the theory and laboratory practice for students to position patients for radiographic examinations of the gastrointestinal, genitourinary, and special procedures using contrast material. Students will also be taught the use of proper radiation protection, and to analyze and critique the produced diagnostic images.

Prerequisite: RAD420, RAD450, RAD470.
Corequisite: None.

### RAD 600C - Clinical Practicum II (10)

This course is a practical application of the concurrent theoretical learning. Competency based

assignments in thorax, abdomen, and extremities, vertebral column, cranium, facial bones, and sinuses will continue and competency based assignments for gastrointestinal, genitourinary and special procedures with contrast will be introduced under the supervision of certified Radiologic Technologists.

Prerequisite: RAD500C, RAD520.
Corequisite: None.

### RAD 620 - Pharmacology/Venipuncture (2)

This course provides the basic methods for the administration of contrast material and the basic practices of venipuncture for the radiologic technologist. This course meets California Health and Safety Code, Section106985.

Prerequisite: RAD500C, RAD520.
Corequisite: None.

### RAD 700C - Clinical Practicum III (10)

This course is a practical application of the concurrent theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast will continue and competency based assignments for mobile radiography, surgical and interventional procedures done under the supervision of certified Radiologic Technologists.

Prerequisite: RAD600C, RAD620.
Corequisite: None.

### RAD 720 - Introduction to Computed Tomography with Cross-Sectional Anatomy (4)

This course provides the advanced student with an introduction to the principles and applications of computed tomography (CT) in the imaging department.

Prerequisite: RAD600C, RAD620.
Corequisite: None.

### RAD 800C - Clinical Practicum IV (10)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast, mobile radiography, surgical and interventional procedures will continue under the supervision of certified Radiologic Technologists.

Prerequisite: RAD700C, RAD720.
Corequisite: None.

### RAD 900C - Clinical Practicum V (10)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast, mobile radiography, surgical and interventional procedures will continue as well as clinical assignments for observing Computed Tomography (CT) under the supervision of certified Radiologic Technologists.

Prerequisite: RAD800C.
Corequisite: None.

### RADSEM1 - Radiology Seminar I (3)

This course is a review of the content specifications that are critical for the American Registry of Radiologic Technologists (ARRT) certification examination.

Prerequisite: RAD800C.
Corequisite: None.

### RAD 1000C - Clinical Practicum VI (12)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast, mobile radiography, surgical and interventional procedures will continue as well as clinical assignments for observing Computed Tomography (CT), Magnetic Resonance Imaging (MRI), under the supervision of certified Radiologic Technologists. Clinical rotation for observing additional imaging modalities will be assigned. Additional imaging modalities will include ultrasound, mammography, radiation therapy, and nuclear medicine.

Prerequisite: RADSEM1, RAD900C.
Corequisite: None.

### RADSEM2 - Radiology Seminar II (3)

This course is a review of the content specifications that are critical for the American Registry of Radiologic Technologists (ARRT) certification examination.

Prerequisite: RADSEM1, RAD900C.
Corequisite: None.

# RCP - Respiratory Therapy

### RCP100 - Introduction to Respiratory Science (3)

This course introduces students to applications of basic physics concepts relative to the field of respiratory therapy including mechanics of motion, work and energy, states of matter, gas laws, gas behavior and fluid dynamics. Additionally, this course will introduce students to concepts related to the properties and generation of humidity & aerosols; manufacture, storage, handling, transport of medical gases and the design of devices to regulate deliver medical gases.

Prerequisite: None.
Corequisite: RCP100-L.

### RCP100-L - Introduction to Respiratory Science Lab (1)

This laboratory course introduces students to experimentation with and application of basic physics concepts relative to the field of respiratory therapy including mechanics of motion, work and energy, states of matter, gas laws, gas behavior and fluid dynamics. Additionally, this course will introduce students to concepts related to the properties and generation of humidity & aerosols; safe and proper selection, assembly, troubleshooting, handling and transport of medical gases as well as devices to regulate deliver medical gases.

Prerequisite: None.
Corequisite: RCP100.

### RCP 200 - Cardiopulmonary Anatomy and Physiology (4)

This course is a focused study of cardiopulmonary anatomy physiology. Discussions will center on a systematic understanding of the position, function and interplay of structures within the respiratory, cardiovascular and renal systems as well as control of breathing, gas exchange, acid-base physiology, cardiac electrophysiology and fluid balance. Included in this course will be interpretation of clinical laboratory findings, proper techniques for conducting patient assessment and documentation of the resultant clinical findings.

Prerequisite: ANAT105, MATH110.
Corequisite: None.

### RCP 250 - Respiratory Procedures I (3)

This course introduces students to basic respiratory care treatments and support modalities; set up, use and troubleshooting of equipment; concepts related to the therapeutic administration of oxygen aerosol therapy in respiratory care and concepts techniques surrounding sampling and proper handling and transport of arterial blood gases. Focus is placed on adherence to techniques ensuring appropriate infection control practices and patient safety. Students will learn to conduct physical and clinical exams and patient assessments to determine and develop appropriate and effective treatment plans.

Prerequisite: RCP100, RCP100-L, MATH110.
Corequisite: RCP250-L.

### RCP 250-L - Respiratory Procedures I Lab (1)

This laboratory course introduces students to the application of non-invasive respiratory care treatments and support modalities, and set up, use and troubleshooting required equipment.

Prerequisite: RCP100, RCP100-L & MATH110.
Corequisite: RCP250.

### RCP 300 - Respiratory Pharmacology (3)

This course introduces students to the study of pharmacological principles related to the treatment of patients with cardiopulmonary disease. The course includes a study of the anatomy and basic function of the central and peripheral nervous systems, principles of drug action, the basic methods of drug administration, standard drug calculations, and the effects of drugs on particular body systems. Inhaled bronco-active aerosols and other agents commonly employed in the care of the cardiopulmonary patient are discussed.

Prerequisite: RCP100, RCP100-L & MATH110.
Corequisite: None.

### RCP 330 - Respiratory Procedures II (4)

This course is a continuation of Respiratory Procedures I and introduces students to advanced respiratory care treatments and support modalities, set-up, use and troubleshooting required equipment and the RT's role in performing and assisting with special procedures. Focus is placed on achieving understanding of the application of specific modalities to clinical scenarios, assessing effectiveness of treatment, modification of treatment based on clinical indication and patient

response and operating principles of equipment used.

Prerequisite: RCP250, RCP250-L.
Corequisite: RCP330-L.

### RCP 330-L - Respiratory Procedures II Lab (1)

This laboratory course introduces students to set-up, use and troubleshooting of required equipment and the RT's role in performing and assisting with special procedures.

Prerequisite: RCP250 & RCP250-L.
Corequisite: RCP330

### RCP 370 - Adult Cardiopulmonary Pathophysiology (4)

This course begins with a study of the fundamental techniques and protocols required to conduct a thorough patient assessment. Included in this course is a discussion on the various non-invasive and invasive tests that are involved in determining the presence of various cardio-pulmonary diseases and disorders. Etiology, clinical signs and symptoms, diagnosis, management and prognosis of acute and chronic pulmonary diseases will be the major emphasis of this course.

Prerequisite: RCP200.
Corequisite: None.

### RCP 450 - Cardiopulmonary Diagnostic Testing (3)

This course is a study of pulmonary diagnostic testing techniques interpretation for procedures occurring in the PFT laboratory, at the bedside, special procedures imaging departments, pathology and clinical laboratory departments. An emphasis will be placed on how information from various diagnostic tests and studies (such as pulmonary function testing and clinical lab findings) are used to determine the presence, extent, and progression of lung disease and abnormality and also how these findings are utilized to develop an on-going plan of care for the patient.

Prerequisite: RCP370.
Corequisite: RCP450-L.

### RCP450-L - Cardiopulmonary Diagnostic Testing Lab (1)

This laboratory course introduces students to pulmonary diagnostic testing techniques and interpretation for procedures occurring in the PFT laboratory, and at the bedside.

Prerequisite: RCP370.
Corequisite: RCP450.

### RCP470 - Adult Cardiopulmonary Pathophysiology II (4)

This course begins with a study of the fundamental techniques and protocols required to conduct a thorough patient assessment. Included in this course is a discussion on the various non-invasive and invasive tests that are involved in determining the presence of various cardio-pulmonary diseases and disorders. Etiology, clinical signs and symptoms, diagnosis, management and prognosis of acute and chronic pulmonary diseases will be the major emphasis of this course.

Prerequisite: RCP200 & RCP370.
Corequisite: None.

### RCP 500 - Mechanical Ventilation I (6)

This course is a study of the basic principles of mechanical ventilation, the effects of positive pressure ventilation and classification of mechanical ventilators. Conventional modes of ventilation are compared and contrasted with attention to waveform analysis within these modes. A case study approach is utilized to discuss concepts of initiation of mechanical ventilation, appropriate ventilator management, weaning criteria, determination of appropriateness to wean and clinical application of pharmacotherapy for the mechanically ventilated patient. Non-invasive positive pressure ventilation is also addressed.

Prerequisite: RCP370, RCP470 & MATH110.
Corequisite: RCP500-L.

### RCP500-L - Mechanical Ventilation I Lab (1)

This laboratory course introduces students to the basic principles of mechanical ventilation (both invasive and non-invasive), selection, assembly and testing of the equipment. Additionally, students will practice determining initial ventilator settings, clinical application of pharmacotherapy, assessing appropriateness to wean and discontinuation of mechanical ventilation.

Prerequisite: RCP370 & RCP470.
Corequisite: RCP500.

### RCP 550 - Introduction to Clinical Practicum (4)

This course prepares students to begin training in the clinical environment. Topics in this course will include professional ethics and communication skills

for students; orientation to charting techniques. HIPAA training, The Joint Commission topics related to patient safety initiatives and professionalism in the health care environment. Focus is also placed on issues surrounding universal precautions, blood-born pathogen safety, infection control, dealing with death and dying and diverse populations. During this course all students will complete pre-clinical health exam, immunizations, TB and drug screening. Additionally, each student will receive certification in American Heart Association health care provider CPR and Fire Safety Training.

Prerequisite: ANAT105, ENGL100, MATH110, PSYC100, RCP100, RCP100-L, RCP200, RCP250, RCP250-L, RCP300, RCP330, RCP 330-L, RCP370, RCP470, RCP450, RCP450-L.
Corequisite: None.

### RCP 600 - Neonatal / Pediatric Cardiopulmonary Pathophysiology (4)

This course is a study of fetal development of the cardiopulmonary system, respiratory care of neonatal and pediatric patients, as well as causes and treatment of respiratory illnesses. Students will gain an understanding of patient evaluation, monitoring and therapeutic modalities seen with common neonatal and pediatric disorders, including respiratory distress syndrome, intracranial hemorrhage, pulmonary hypertension of the newborn, common respiratory infections in the infant and pediatric population and pediatric trauma.

Prerequisite: RCP200.
Corequisite: RCP600-L.

### RCP600-L - Neonatal / Pediatric Cardiopulmonary Pathophysiology Lab (1)

This course is a study of fetal development of the cardiopulmonary system, respiratory care of neonatal and pediatric patients, as well as causes and treatment of respiratory illnesses. Students will gain an understanding of patient evaluation, monitoring and therapeutic modalities seen with common neonatal and pediatric disorders, including respiratory distress syndrome, intracranial hemorrhage, pulmonary hypertension of the newborn, common respiratory infections in the infant and pediatric population and pediatric trauma.

Prerequisite: RCP200.
Corequisite: RCP600.

### RCP700 - Advanced Concepts (6)

This course is a study of information gathering techniques, critical decision-making processes, clinical case applications and development of cardiopulmonary care plans. An emphasis will be placed on interpretation of clinical lab findings, imaging, pulmonary function testing, management of cadiopulmonary pathophysiology, and application of advanced cardiopulmonary therapies.

Prerequisite: RCP370, RCP470, RCP500, RCP500L.
Corequisite: None.

### RCP 800 - Board Review (6)

This course is intended as a final preparation for graduation and attempting the NBRC exams (both TMC and CSE). Students will review subject matter in all major core areas of the respiratory care program. Summary assessment exams will be administered as required, prior to a final exit examination.

Prerequisite: ANAT105, ENGL100, Math110, Career100, PSYC100, RCP100, RCP100-L, RCP200, RCP250, RCP250-L, RCP300, RCP330, RCP330-L, RCP370, RCP450, RCP450-L, RCP470, RCP500, RCP500-L, RCP550, RCP600, RCP600-L, RCP700, RTCP210, RTCP212.
Corequisite: None.

## RTCP - Respiratory Therapy Clinical Practicum
### RTCP 210 - Clinical Practicum I (8)

This course is an introduction to the clinical environment and begins with an orientation to the hospital/respiratory department in policies, procedures, equipment storage location and handling. Students will gain hands on experience in infection control policy and procedures, selection and assembly of basic respiratory care equipment for the purposes of administering oxygen therapy, humidity and aerosol therapy and broncho-active aerosol therapy. Emphasis will be placed on developing skills of patient assessment, observation, modification of therapy, development of patient care plans and documentation to the patient care record. Students will gain competency in the areas of non-invasive pulmonary hygiene, lung expansion therapy, airway clearance techniques. The student will also develop skills in patient/family education on a variety of therapies and topics in respiratory care.

During this practicum, students will complete chart reviews in order to demonstrate familiarity with locating and collecting patient data from the medical record. Students will also present a case study in order to demonstrate the integration of didactic theory with clinical skills.

Prerequisite: ANAT105, ENGL100, MATH110, CAREER100, PSYC100, RCP100, RCP100-L, RCP200, RCP250, RCP250-L, RCP300, RCP330, RCP330-L, RCP370, RCP450, RCP450-L, RCP470, RCP500, RCP500-L, RCP550.
Corequisite: None.

### RTCP 212 - Clinical Practicum II (8)
This course is a continuation of the clinical experience from RTCP210 and begins with an orientation to the hospital/respiratory department in policies, procedures, equipment storage location and handling. Students will gain competency in the areas of diagnostic testing carried out in the Pulmonary Function Laboratory, CT, MRI and Radiology departments. The student will also develop skills necessary to safely transport patients between departments within the hospital environment. Students will practice skills necessary to safely obtain arterial blood gases, transport and analyze samples and interpret and report results. Students will practice skills necessary to safely secure the patient airway and obtain arterial blood gases from indwelling arterial catheters. During this practicum, students will complete chart reviews in order to demonstrate familiarity with locating and collecting patient data from the medical record. Students will also present a case study in order to demonstrate the integration of didactic theory with clinical skills.

Prerequisite: ANAT105, ENGL100, MATH110, CAREER100, PSYC100, RCP100, RCP100-L, RCP200, RCP250, RCP250-L, RCP300, RCP330, RCP330-L, RCP370, RCP450, RCP450-L, RCP470, RCP500, RCP500-L, RCP550, RCP600, RCP600-L, RTCP210.
Corequisite: None.

### RTCP 214 - Clinical Practicum III (8)

This course is a continuation of the clinical experience from RTCP 212 and begins with an orientation to the hospital / respiratory department in terms of policies, procedures, equipment storage location and handling. Students will gain competency in the management of critically ill patients including adult, neonatal and pediatric patients. Students will practice skills necessary to safely place and secure the patient airway, to obtain arterial blood gases via arterial puncture as and from indwelling arterial catheters, to provide patient / family education on a variety of therapies and topics in respiratory care and to communicate effectively within to the members of the patient care team. Students will gain competency in the initiation, management and weaning of the critically ill patient from a wide range of ventilator support. Students will present a clinical research paper by the end of this practicum in order to demonstrate the integration of didactic theory, clinical experience and research skills in a written format.

Prerequisite: ANAT105, ENGL100, Math110, Career100, PSYC100, RCP100, RCP100-L, RCP200, RCP250, RCP250-L, RCP300, RCP330, RCP330-L, RCP370, RCP450, RCP450-L, RCP470, RCP500, RCP500-L, RCP550, RCP600, RCP600-L, RCP700, RTCP210, RTCP212.
Corequisite: None.

## SOCY - Sociology

### SOCY 116 - Introduction to Sociology (4)

This course 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 such as culture and subculture; development of the self; gender and age roles; social class and caste; groups, communities, collectives, and organizations; deviance; racism; human institutions: family, religion, education, government, economics; population change in society are discussed.

Prerequisite: None.
Corequisite: None.

## SPCH - Speech

### SPCH 117 - Oral Communication (4)

Students evaluate the construction and delivery of public speaking. Communication theory, research, and best practices are discussed in relation to informative, persuasive, and demonstrative speaking. Students present several speeches using technology in an online environment, showcasing their knowledge of informative and persuasive concepts, audience analysis, organizational patterns,

verbal and nonverbal cues, visual aids, and word choice. Students practice the application of public speaking skills to future careers.

Prerequisite: None.
Corequisite: None.

# SURG - Surgical Technology

### SURG 100 - Introduction to Surgical Technology (4)

This course introduces the student to the surgical technology field. History of surgery, surgery today, and history of surgical technology are discussed. The student will also learn about surgical technology as a profession, the structure of health care facilities and hospital organization. In addition, the student will be introduced to the scope of practice as a member of the surgical team and introduced to medical terminology. Furthermore, students will learn about the microbiological considerations of the operating room, the disinfection and sterilization techniques used to process surgical instruments, equipment and supplies. The principles of asepsis are discussed in detail as well.

Prerequisite: None.
Corequisite: None.

### SURG 111 - Surgical Techniques I (4)

This course introduces the student to the operating room environment. Common hazards and safety precautions are discussed. The student will also learn about technological advances of the modern operating room. In addition, the student will be introduced to basic surgical instrumentation, equipment and supplies. The student will also learn about wound healing, sutures, wound closure techniques, and needle types and parts.

Prerequisite: SURG100.
Corequisite: SURG111-L.

### SURG 111-L - Surgical Techniques I Lab (4)

In the laboratory component of this course the student is introduced to basic surgical techniques such as aseptic technique, scrubbing gowning and gloving, establishing a sterile field and organizing the sterile field. The student will also learn how to perform the surgical counts as well as assisting with draping the surgical patient.

Prerequisite: SURG100.
Corequisite: SURG111.

### SURG 140 - General Microbiology (4)

This course focuses on a study of several types of microorganisms, with emphasis on bacteria, protists and viruses. The principles of microbiology will be examined using topical investigations of their metabolism, genetics, immunology, and uses, considering both with medical and non-medical illustrations and their applications. Finally, students will develop a better understanding of the nature of the interaction, both harmful and beneficial, between various microbial species and the human environment.

Prerequisite: None.
Corequisite: None.

### SURG 131-L - Surgical Techniques II Lab (4)

In the laboratory component of this course the student demonstrates an intermediate understanding of surgical techniques such as aseptic knowledge, scrubbing gowning and gloving, establishing and organizing the sterile field, surgical counts and draping.

Prerequisite: SURG100, SURG111, SURG111-L.
Corequisite: None.

### SURG 200 - Pharmacology (4)

This course teaches the student the basic principles of pharmacology. The student will also learn the classification, names, uses and important technical considerations for the most commonly dispensed drugs before and during surgery. Anesthetic agents and techniques in anesthesia will also be discussed.

Prerequisite: None.
Corequisite: None.

### SURG 210 - Pathophysiology I (4)

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: Diagnostic, General, OB/GYN, Ophthalmology, ENT and GU. The student will learn about disease processes and their corresponding surgical treatments. Equipment, supplies, instrumentation and technical considerations for each subspecialty will also be discussed. In addition, the student will be taught the procedural steps to some of the most commonly performed surgeries in these specialty areas.

Prerequisite: ANAT205, ANAT205-L, ANAT240, SURG100, SURG111, SURG111-L, SURG131-L.
Corequisite: None.

**SURG 230 - Pathophysiology II (4)**

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: Plastic/Reconstructive, Orthopedic, Cardiothoracic, Cardio/Peripheral Vascular, Oral/Maxillofacial and Neurological Surgery. The student will learn about disease processes and their corresponding surgical treatments. Equipment, supplies, instrumentation and technical considerations for each subspecialty will also be discussed. In addition, the student will be taught the procedural steps to some of the most commonly performed surgeries in these specialty areas.

Prerequisite: ANAT205, ANAT205-L, ANAT240, SURG100, SURG111, SURG111-L, SURG131-L.
Corequisite: None.

**SURG 251 - Clinical Orientation (4)**

This course introduces the student to basic principles of peri-operative patient care. The scope of practice is discussed with the characteristics and needs of the surgical patient. The student will also learn about the principles of surgical case management from the perspective of the surgical technologist in the scrub role. This course will prepare the student for their clinical rotation and the Certified Surgical Technologists (CST) exam given by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL00, MATH110, MEDTR110, PSYC100, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG210, SURG230, SURG260, SURG270.
Corequisite: SURG251-L

**SURG 251-L - Clinical Orientation Lab (4)**

In this course the student should be able to satisfactorily perform the aspects of the Surgical Technologist in the Scrub Role (STSR) in preparation for clinical rotation.

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL00, MATH110, MEDTR110, PSYC100, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG210, SURG230, SURG260, SURG270.
Corequisite: SURG251

**SURG 260 - Surgical Procedures I (4)**

This course introduces the student to advanced techniques in surgical patient care. The techniques are reinforced through hands-on practicum. The student will learn the different roles of the surgical

technologist (Scrub Role-STSR, Assistant Circulator - STAC and Second Assistant – STSA roles) during routine mock surgical procedures in the laboratory setting. The student will participate in mock scenarios for the following surgical subspecialty areas: Minor, General, Obstetric and Gynecological Procedures.

Prerequisite: SURG100 SURG111, SURG111-L, SURG131-L.
Corequisite: None.

**SURG 270 - Surgical Procedures II (4)**

This course introduces the student to advanced techniques in surgical patient care. The techniques are reinforced through hands-on practicum. The student will learn the different roles of the surgical technologist (Scrub Role - STSR, Assistant Circulator - STAC and Second Assistant – STSA roles) during routine mock surgical procedures in the laboratory setting. The student will participate in mock scenarios for the following surgical subspecialty areas: ENT, Genitourinary, Neuro, Orthopedic and Endoscopic Procedures.

Prerequisite: SURG100 SURG111, SURG111-L, SURG131-L.
Corequisite: None.

**SURG 282 - Clinical Practicum I (9)**

This course provides the student with actual experience participating in surgical procedures and direct patient care in the Surgical Technologists role in the following areas: preoperative, intra-operative, and postoperative patient care. The student also participates in assisting with instrument processing as well as pulling supplies and instrumentation from the sterile supply areas. A clinical experience includes assisting team members with daily peri-operative duties of a surgical technology student while under the supervision of a staff surgical technologists and/or registered nurse. Students are oriented to a surgical facility and the daily routine of the facility. They may initially observe surgical procedures and then begin to second scrub minor procedures. As their clinical experience progresses they move into the first scrub position for minor procedures and then scrub major cases. Students must demonstrate completion of one hundred and twenty (120) procedures in the first scrub and second scrub role. Within the 120 cases, students are required to complete 30 cases in General Surgery. Twenty of the cases must be in the First Scrub Role. Students are required to complete 90

cases in various surgical specialties. Sixty of cases must be in the First Scrub Role and evenly distributed between a minimum of 5 specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty. The 120 cases must be completed between the two clinical practicum courses, SURG 282 and SURG 292.

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL100, MATH110, MEDTR110, PSYC100, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270.
Corequisite: None.

### SURG 292 - Clinical Practicum II (9)

This course provides the student with actual experience participating in surgical procedures and direct patient care in the Surgical Technologist role in the following areas: preoperative, intra-operative, and postoperative patient care. The student also participates in assisting with instrument processing as well as pulling supplies and instrumentation from the sterile supply areas. A clinical experience includes assisting team members with daily peri-operative duties of a surgical technology student while under the supervision of a staff surgical technologists and/or registered nurse. Students are oriented to a surgical facility and the daily routine of the facility. They may initially observe surgical procedures and then begin to second scrub minor procedures. As their clinical experience progresses they move into the first scrub position for minor procedures and then scrub major cases. Students must demonstrate completion of one hundred and twenty (120) procedures in the first scrub and second scrub role. Within the 120 cases, students are required to complete 30 cases in General Surgery. Twenty of the cases must be in the First Scrub Role. Students are required to complete 90 cases in various surgical specialties. Sixty of cases must be in the First Scrub Role and evenly distributed between a minimum of 5 specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty. The 120 cases must be completed between the two clinical practicum courses, SURG 282 and SURG 292.

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL100, MATH110, MEDTR11O, PSYC100, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270, SURG282.
Corequisite: None.

### SURG 296-A - National Certification Review (4)

This course will prepare the student for the Certified Surgical Technologist (CST) exam via a series of review exercises and practice exams.

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL100, MATH110, MEDTR110, PSYC100, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270.
Corequisite: None.

### SURG 296-B - National Certification Review (4)

This course assists the student in preparing for the Certified Surgical Technologist (CST) exam via a series of review exercises and practice exams. Material covered in the Surgical Technology program is reviewed along with sample questions comparable to those asked on the certification exam.

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL100, MATH110, MEDTR11O, PSYC100, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270, SURG282, SURG296-A.
Corequisite: None.

## VN - Vocational Nursing

### VN010 - Fundamentals of Nursing (8)

Fundamentals of Nursing introduces students to the nursing concepts related to providing basic care to clients and their families. Principles of data collection as a part of the client assessment are emphasized. Students focus on the use of the nursing process to provide care for clients with basic health alterations. Students describe how to use appropriate terminology to document care provided. The course emphasizes methods of insuring the safety of clients, while intervening to meet needs related to rest and sleep, pain and comfort, mobility, nutrition, elimination, hygiene, and care of the clients' environment. Clients' psychosocial, cultural, and spiritual needs, as well as ethical and legal implications, are integrated into the plan of care. Principles of drug administration, including dosage calculation and administration of solutions are introduced. Students also study the nursing responsibilities used during the admission, transfer and discharge of clients. First aid principles are discussed.

Prerequisite: None.
Corequisite: VN010L, VN010C

### VN010C - Fundamentals of Nursing Clinical (2)

Fundamentals of Nursing -Clinical provides the opportunity for students to safely care for clients with basic health care needs. Students use the nursing process to provide and evaluate nursing care for clients and their families. Students demonstrate critical thinking skills in selected client situations. Students implement clinical skills learned in the Fundamentals Lab as the opportunity arises. Students use therapeutic communication skills when caring for clients and working with members of the health care team to deliver care.

Prerequisite: None.
Corequisite: VN010, VN010L

### VN010L - Fundamentals of Nursing Lab (6)

Fundamentals of Nursing Lab emphasizes the development of nursing care skills associated with the care of clients with basic health alterations in the laboratory setting. Students will demonstrate beginning level competence in selected skills.

Prerequisite: None.
Corequisite: VN010, VN010C

### VN020 – Intro to Medical-Surgical Nursing (6)

Introductory Medical-Surgical Nursing introduces students to the care of clients moving through various life stages, with alterations of health, commonly seen in clients with alterations in the integumentary, musculoskeletal, gastrointestinal and respiratory systems. This course also studies the various stages of care for the surgical client. The course addresses the physical and psychosocial care needs of clients and/or their significant others, such as commonly seen treatments, strategies to reduce risk, and health teaching. Students increase their ability to use clinical reasoning and the nursing process to provide safe, effective care for clients with these conditions. Students will demonstrate beginning level competencies in the monitoring of intravenous therapy.

Prerequisite: AP100, NT100, VN010, VN010L, VN010C
Corequisite: VN020C

### VN020C – Intro to Medical-Surgical Nursing Clinical (5)

Medical-Surgical I Clinical provides students with clinical experience in caring for adult patients as part of their medical-surgical nursing education. Under the supervision of clinical instructors and registered nurses, students apply theoretical knowledge from VN020 to patient care scenarios in clinical settings. This course focuses on developing clinical skills such as medication administration, patient assessment, therapeutic communication, and interdisciplinary collaboration. Through direct patient care experiences, students refine their clinical judgment and critical thinking skills essential for nursing practice.

Prerequisite: AP100, NT100, VN010, VN010L, VN010C
Corequisite: VN020

### VN030 – Intermediate Medical-Surgical Nursing (9)

Intermediate Medical-Surgical Nursing continues to support the development of students' ability to provide nursing care for clients with alterations of health, including cardiac, blood and lymphatics, endocrine, urinary systems and fluid and electrolytes. The course addresses the physical, cultural, spiritual and psychosocial care needs of the clients and/or their significant others, appropriate treatments, risk-reduction strategies and the need for health teaching. Students will continue to increase their ability to use clinical reasoning and the nursing process to provide safe, effective care for clients. Students will also describe the facilitation of care of clients in various healthcare settings.

Prerequisite: PHR100, VN020, VN020C
Corequisite: VN030C

### VN030C – Intermediate Medical-Surgical Nursing Clinical (8)

Intermediate Medical-Surgical Clinical provides students with advanced clinical experiences in medical-surgical nursing. Under the supervision of clinical instructors and registered nurses, students apply theoretical knowledge from VOCN300 to patient care in acute and chronic care settings. This course focuses on developing proficiency in nursing assessment, complex nursing interventions, patient education, and care coordination. Through hands-on clinical practice, students further refine their clinical

judgment, prioritization skills, and ability to manage multiple patient care responsibilities.

Prerequisite: PHR100, VN020, VN020C
Corequisite: VN030

### VN040 – Advanced Medical-Surgical Nursing (10)

Advanced Medical-Surgical Nursing supports the continued development of students' ability to care for clients with acute alterations of health, including immunology, oncology, sensory, reproductive, and neurological systems. The course addresses the physical, cultural, spiritual and psycho-social nursing care needed by these clients and/or their significant others, appropriate treatment with nursing care that may be employed, strategies to reduce health risks, and their need for health teaching. Students continue to increase their ability to use clinical reasoning and the nursing process in acute clinical situations to provide safe, effective care for clients. Students will also explore care of clients in various healthcare settings.

Prerequisite: PHR200, VN030, VN030C
Corequisite: VN040C

### VN040C – Advanced Medical-Surgical Nursing Clinical (8)

Advanced Medical-Surgical Clinical provides students with advanced clinical experiences in medical-surgical nursing practice. Under the guidance of clinical instructors and registered nurses, students apply theoretical knowledge from VOCN400 to complex patient care scenarios in clinical settings. This course emphasizes the application of critical thinking, clinical judgment, and evidence-based practice principles in managing patient care. Students further develop skills in nursing assessment, therapeutic interventions, patient advocacy, and healthcare team collaboration as well as leadership and supervision. This Clinical Practice prepares students for the challenges and responsibilities of professional nursing practice and facilitates their transition to the role of a competent vocational nurse.

Prerequisite: PHR200, VN030, VN030C
Corequisite: VN040

### VN050 – Maternal Child Nursing (3)

Maternal Child Nursing prepares students to safely care for mothers throughout the stages of pregnancy and labor and delivery, as well as the newborn. Students are also assigned to care for pediatric patients of various ages and in a variety of clinical settings. Students will use the nursing process and clinical reasoning to participate in the planning, delivery, and evaluation of care to mothers, children, and their significant others. The care will focus on health promotion and reduction of risks to mothers and children. Students will use knowledge and skills learned in previous classes related medication administration, data collection for a focused assessment, communication, and health teaching.

Prerequisite: VN040, VN040C, LD100
Corequisite: VN050LC

### VN050LC – Maternal Child Nursing Lab & Clinical (2.5)

Maternal Child Nursing Lab provides students with hands-on practice in essential maternal and child health nursing skills. Under the guidance of instructors, students develop proficiency in performing assessments, providing care, and implementing therapeutic interventions for pregnant women, newborns, and children. Lab activities include simulated scenarios, skills demonstrations, and practice with equipment used in maternity and pediatric care.

Maternal-Child Nursing focuses on the nursing care of women during pregnancy, childbirth, and the postpartum period, as well as the care of newborns and children. This course emphasizes the physiological and psychosocial aspects of maternity and pediatric nursing care. Topics include prenatal care, labor and delivery, newborn assessment and care, growth and development milestones, common pediatric illnesses, and family-centered care. Through theoretical instruction, case studies, and discussion, students learn evidence-based nursing interventions, health promotion strategies, and cultural considerations relevant to maternal and child health.

Prerequisite: VN040, VN040C , LD100
Corequisite: VN050

# VOCN - Vocational Nursing

### VOCN 100 - Fundamentals of Nursing (8)

Fundamentals of Nursing introduce students to the nursing concepts related to providing basic care to clients and their families. Principles of data collection as a part of the client assessment are emphasized.  Students focus on the use of the nursing process to provide care for clients with basic health alterations. Students describe how to use appropriate terminology to document care provided. The course emphasizes methods of insuring the safety of clients, while intervening to meet needs related to rest and sleep, pain and comfort, mobility, nutrition, elimination, hygiene, and care of the clients' environment. Clients' psychosocial, cultural, and spiritual needs, as well as ethical and legal implications, are integrated into the plan of care. Principles of drug administration, including dosage calculation and administration of solutions are introduced. Students also study the nursing responsibilities used during the admission, transfer and discharge of clients. First aid principles are discussed.

Prerequisite: None.
Corequisite: VOCN100L, VOCN100C.

### VOCN 100C - Fundamentals of Nursing Clinical (2)

Fundamentals of Nursing-Clinical provides the opportunity for students to safely care for clients with basic health care needs.  Students use the nursing process to provide and evaluate nursing care for clients and their families. Students demonstrate critical thinking skills in selected client situations.  Students implement clinical skills learned in VOCN100 Lab as the opportunity arises. Students use therapeutic communication skills when caring for clients and working with members of the health care team to deliver care.

Prerequisite: None.
Corequisite: VOCN100, VOCN100L.

### VOCN 100L - Fundamentals of Nursing Lab (6)

Fundamentals of Nursing Lab emphasizes the development of nursing care skills associated with the care of clients with basic health alterations in the laboratory setting. Students will demonstrate beginning level competence in selected skills.
Prerequisite: None.
Corequisite: VOCN100, VOCN100C.

### VOCN 110 - Nutrition (3)

This course provides an introduction to basic principle of nutrition as it relates to health promotion, disease prevention, and nutritional support throughout the life cycle.  Weight management and physical fitness are also considered. Students explore current nutritional therapy, the interactions between nutrition and medications and the role of nutrition in the treatment of selected diseases.

Prerequisite: None.
Corequisite: None.

### VOCN 200 - Medical-Surgical Nursing I (6)

Medical-Surgical I introduces students to the care of clients moving through various life stages, with alterations of health, commonly see in clients with alterations in the integumentary, musculoskeletal, gastrointestinal, and respiratory systems.   This course also studies the various stages of care for the surgical client. The course addresses the physical and psychosocial care needs of clients and/or their significant others, such as commonly seen treatments, strategies to reduce risk, and health teaching.  Students increase their ability to use clinical reasoning and the nursing process to provide safe, effective care for clients with these conditions. Students will demonstrate beginning level competencies in the monitoring of intravenous therapy.

Prerequisite: ANA100, VOCN100, VOCN100L, VOCN100C.
Corequisite: VOCN200C.

### VOCN 200C - Medical-Surgical Nursing I - Clinical (7)

Medical-Surgical I-Clinical provides students the opportunity to care for clients with alterations of health, including surgical clients and those with alterations in the integumentary, musculoskeletal, gastrointestinal, and respiratory systems.  Students will be expected to participate in the development, implementation and evaluation of a plan of care for these clients, implementing appropriate nursing interventions and documenting the care provided in a variety of health care settings.

Prerequisite: ANA100, VOCN100, VOCN100L, VOCN100C.
Corequisite: VOCN200.

**VOCN 210 - Geriatrics (1)**

Geriatrics provides the student with the opportunity to care for older adults in a variety of care settings. The course addresses the physical and psychosocial care, needed by the older adult clients and/or their significant others. Students study appropriate treatments and nursing care typically offered, strategies to promote health or reduce risks, and the need for health teaching. Emphasis is placed upon care surrounding the process of dying and following death. Students continue to increase their ability to use clinical reasoning and the nursing process in a variety of care delivery settings. Students explore health policies that support or hinder providing health care to older adults.

Prerequisite: ANA100, VOCN100, VOCN100L, VOCN100C.
Corequisite: VOCN210C.

**VOCN 210C - Geriatrics Clinical (1)**

Geriatric-Clinical provides the student the opportunity to care for the older adult in hospitals, long-term care, home care, and while involved in community activities. Students have the opportunity to integrate special needs of the older adult related to physical and psychosocial changes of aging into nursing care and consider strategies to promote health and reduce the potential of risk, particularly related to medication administration in this population.  Students will also provide palliative and end-of-life care while supporting the client and their support system. Students will also explore the impact of care delivery in the long-term care and rehabilitation facilities.

Prerequisite: ANA100, VOCN100, VOCN100L, VOCN100C.
Corequisite: VOCN210.

**VOCN 211 – Lifespan Development (3.0)**

Life Span Development provides the student with the opportunity to care for older adults in a variety of care settings. The course addresses cultural considerations across the lifespan and in health and illness, the physical and psychosocial care, needed by the older adult clients and/or their significant others. Students study appropriate treatments and nursing care typically offered, strategies to promote health or reduce risks, and the need for health teaching. Emphasis is placed upon care surrounding the process of dying and following death. Students continue to increase their ability to use clinical

reasoning and the nursing process in a variety of care delivery settings. Students explore health policies that support or hinder providing health care to older adults.

Prerequisite: ANA100, VOCN100, VOCN100L, VOCN100C
Corequisite: VOCN211C

**VOCN 211C – Lifespan Development Clinical (1.0)**

Life Span Development -Clinical provides the student the opportunity to care for the older adult in hospitals, long-term care, home care, and while involved in community activities. Students have the opportunity to integrate special needs of the older adult related to physical and psychosocial changes of aging into nursing care and consider strategies to promote health and reduce the potential of risk, particularly related to medication administration in this population. Students will also provide palliative and end-of-life care while supporting the client and their support system. Students will also explore the impact of care delivery in the long-term care and rehabilitation facilities.

Prerequisite: ANA100, VOCN100, VOCN100L, VOCN100C.
Corequisite: VOCN211.

**VOCN 300 - Medical-Surgical Nursing II (9)**

Medical-Surgical II continues to support the development of students' ability to provide nursing care for clients with alterations of health, including cardiac, blood and lymphatics, endocrine, and urinary systems including fluids and electrolytes.  The course addresses the physical, cultural, spiritual and psychosocial care needs of the clients and/or their significant others, appropriate treatments, risk-reduction strategies and the need for health teaching.  Students will continue to increase their ability to use clinical reasoning and the nursing process to provide safe, effective care for clients. Students will also describe the facilitation of care of clients in various healthcare settings.

Prerequisite: VOCN200, VOCN200C, VOCN210, VOCN210C, PHARM1.
Corequisite: VOCN300C.

**VOCN 300C - Medical-Surgical Nursing II Clinical (7)**

Medical-Surgical II-Clinical provides students with opportunities to care for clients with alterations of health including cardiac, blood and lymphatics, endocrine, and urinary systems including fluids and

electrolytes in a variety of clinical situations. Students will be expected to participate in the development, implementation and evaluation of care for these clients, implementing appropriate nursing: interventions and documenting the care provided in a variety of health care settings.

Prerequisite: VOCN200, VOCN200C, VOCN210, VOCN210C, PHARM1.
Corequisite: VOCN300

### VOCN 310 - Mental Health (1.5)

Mental Health-Psychiatric Nursing Care provides the student the opportunity to study the care for clients with mental health and addiction issues in a variety of care settings. The course addresses the physical and psycho-social care needed by clients and/or their significant others. This care also includes nursing care typically offered, strategies to promote health or reduce risks, and health teaching.  Students will continue to increase their ability to use clinical reasoning and the nursing process in a variety of care delivery settings, including community support offerings and will explore health policies that support or hinder providing health care to those with mental health issues.

Prerequisite: VOCN200, VOCN200C, VOCN210, VOCN210C, PHARM1.
Corequisite: VOCN310C.

### VOCN 310C - Mental Health Clinical (1.5)

Mental Health Clinical provides the student opportunities to apply the knowledge, skills, and attitudes presented in Mental Health-care settings.  Students participate in clinical experiences to care for clients with alternations in mental health applying the knowledge, skills and attitudes.  Students provide nursing care to clients with mental health related problems, participating in appropriate treatments and nursing care typically offered, strategies to promote health or reduce risks, and provide health teaching. Students also integrate appropriate nursing care to address clients' psycho-social issues who also have medical-surgical diagnosis as a primary diagnosis.  Students continue to increase their ability to use clinical reasoning and the nursing process in a variety of health care settings.

Prerequisite: VOCN200, VOCN200C, VOCN210, VOCN210C, PHARM1.
Corequisite: VOCN310.

### VOCN 311C – Mental Health Clinical (1.5)

Mental Health Clinical provides the student the opportunity to study the care for clients with mental health and addiction issues in a variety of care settings. Students participate in clinical experiences to care for clients with alternations in mental health applying the knowledge, skills and attitudes. Students provide nursing care to clients with mental health related problems, participating in appropriate treatments and nursing care typically offered, strategies to promote health or reduce risks, and provide health teaching. Students also integrate appropriate nursing care to address clients' psycho-social issues who also have medical-surgical diagnosis as a primary diagnosis. Students continue to increase their ability to use clinical reasoning and the nursing process in a variety of health care settings.

Prerequisite: VOCN200, VOCN200C, VOCN211, VOCN211C, PHAR101.
Corequisite: VOCN311.

### VOCN 400 - Medical-Surgical Nursing III (9)

Medical-Surgical III supports the continued development of students' ability to care for clients with acute alterations of health, including immunology, oncology, sensory, reproductive, neurological systems.   The course addresses the physical, cultural, spiritual and psycho-social nursing care needed by these clients and/or their significant others, appropriate treatment with nursing care that may be employed, strategies to reduce health risks, and their need for health teaching.  Students continue to increase their ability to use clinical reasoning and the nursing process in acute clinical situations to provide safe, effective care for clients.  Students will also explore care of clients in various healthcare settings.

Prerequisite: VOCN300, VOCN300C, VOCN310, VOCN310C, PHARM2.
 Corequisite: VOCN400C.

### VOCN 400C - Medical-Surgical Nursing III Clinical (7)

Medical-Surgical III-Clinical provides students an opportunity to care for clients with alterations of health including immunology, oncology, sensory, reproductive and neurological systems. Students are expected use clinical reasoning to participate in the development, implementation and evaluation of care for these clients, implementing appropriate

nursing interventions and documenting the care provided in a variety of health care settings.

Prerequisite: VOCN300, VOCN300C, VOCN310, VOCN310C,  PHARM2.
Corequisite: VOCN400.

### VOCN 401C – Medical-Surgical III Clinical (7)

Medical-Surgical III/Leadership-Clinical provides students an opportunity to care for clients with care for clients with acute alterations of health, including immunology, oncology, sensory, reproductive, and neurological systems. Students are expected to use clinical reasoning to participate in the development, implementation and evaluation of care for these clients, implementing appropriate nursing interventions and documenting the care provided in a variety of health care settings.

Prerequisite: VOCN300, VOCN311, VOCN311C, PHAR201.
Corequisite: VOCN401.

### VOCN 410 - Maternal Child Nursing (3)

Maternal Child Nursing prepares students to safely care for mothers throughout the stages of pregnancy and labor and delivery, as well as the newborn.  Students are also assigned to care for pediatric patients of various ages and in a variety of clinical settings.  Students will use the nursing process and clinical judgment to participate in the planning, delivery, and evaluation of care to mothers, children, and their significant others. The care will focus on health promotion and reduction of risks to mothers and children. Students will use knowledge and skills learned in previous classes related medication administration, data collection for a focused assessment, communication, and health teaching.

Prerequisite: VOCN300, VOCN300C, VOCN310, VOCN310C, PHARM2.
Corequisite: VOCN410L, VOCN410C.

### VOCN 410C - Maternal Child Nursing Clinical (.5)

Maternal Child Nursing-Clinical provides students the opportunity to care for families throughout the stages of pregnancy, labor and delivery and care of the newborn.  Students care for pediatric clients of various ages and in a variety of clinical settings.  Students use the nursing process and clinical judgment to meet the health promotion and illness needs of these clients.

Prerequisite: VOCN300, VOCN300C, VOCN310, VOCN310C, PHARM2.
Corequisite: VOCN410, VOCN410L.

### VOCN 410L - Maternal Child Nursing Skills Lab (1.5)

Maternal child nursing provides students the opportunity to care for families throughout the stages of pregnancy, labor and delivery and care of the newborn.  Students care for pediatric clients of various ages and in a variety of clinical settings.  Students use the nursing process and clinical judgment to meet the health promotion and illness needs of these clients.

Prerequisite: VOCN300, VOCN300C, VOCN310, VOCN310C, PHARM2.
Corequisite: VOCN410, VOCN410C.

### VOCN 411C – Maternal Child Nursing Clinical (0.5)

Maternal Child Nursing-Clinical provides students the opportunity to care for families throughout the stages of pregnancy, labor and delivery and care of the newborn. Students care for pediatric clients of various ages and in a variety of clinical settings. Students use the nursing process and clinical judgment to meet the health promotion and illness needs of these clients.

Prerequisite: VOCN300, VOCN311, VOCN311C, PHAR201.
Corequisite: VOCN411, VOCN411L.

### VOCN 420A - Concept Mastery I (3)

Concept Mastery I course provides students with the opportunity to synthesize the knowledge, skills, and attitudes appropriate for functioning as a VN.  The course is designed to assess cognitive, affective and psychomotor learning and to do so in a student-centered and student-directed manner, which requires the command, analysis and synthesis of knowledge and skills. Students complete the three-day ATI Live Review and address objectives appropriate for Vocational Nursing following the National Council of State Boards of Nursing blueprint to prepare students' for the NCLEX-PN Licensing Examination (https://www.ncsbn.org/students.htm).

Prerequisite: VOCN400, VOCN400C, VOCN410, VOCN410L, VOCN410C, VOCN110, PSYCH1, GD300.
Corequisite: None.

### VOCN 420B - Concept Mastery II (2)

Concept Mastery II course provides students with the opportunity to synthesize the knowledge, skills,

and attitudes appropriate for functioning as a VN. The course is designed to assess cognitive, affective and psychomotor learning and to do so in a student-centered and student-directed manner, which requires the command, analysis and synthesis of knowledge and skills. The course addresses objectives appropriate for Vocational Nursing following the National Council of State Boards of Nursing blueprint to prepare students' for the NCLEX-PN Licensing Examination (https://www.ncsbn.org/students.htm).

Prerequisite: VOCN420A.
Corequisite: None.