



2021 SCHOOL CATALOG

This catalog applies to the following locations at which all class sessions are held:

<p>MAIN CAMPUS – Fremont 4670 Auto Mall Parkway Fremont, CA 94538 888-775-1514</p>	<p>MAIN CAMPUS – Hayward 21615 Hesperian Blvd., Suite A Hayward, CA 94541 855-808-2732</p>
<p>BRANCH of Fremont – Sacramento 1111 Howe Ave, Suite #300 Sacramento, CA 95825 888-518-6601</p>	<p>BRANCH of Fremont – Bakersfield 333 Palmer Drive, Suite 200 Bakersfield, CA 93309 661-832-2786</p>
<p>BRANCH of Fremont – Concord 1401 Willow Pass Rd, Suite 160 Concord, CA 94520 888-919-4220</p>	<p>BRANCH of Fremont – San Jose 6800 Santa Teresa Blvd, Ste. 200 San Jose, CA 95119 800-318-1550</p>
<p>BRANCH of Hayward – South San Francisco 257 Longford Drive, #5 South San Francisco, CA 94080 855-811-6191</p>	<p>Administrative Office 1401 Dove Street, #340 Newport Beach, CA 92660 888-382-8183</p>

Online: www.unitekcollege.edu

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MISSION & EDUCATION PHILOSOPHY

Unitek College's mission and philosophy is to provide quality programs that are sound in concept, implemented by a competent and dedicated faculty and geared to serve those seeking a solid foundation in the knowledge and skills required to obtain employment in their chosen fields. The programs emphasize hands-on training, are relevant to employer's needs and focus on areas that offer strong long-term employment opportunities. To offer students the training and skills that will lead to successful employment, Unitek College will:

- Continually evaluate and update educational programs
- Provide modern facilities and training equipment
- Select instructors and faculty with professional experience in the vocations they teach and the ability to motivate and develop students to their greatest potential
- Promote self-discipline so that students may enjoy success on the job and in society

SCHOOL HISTORY

Unitek College began offering healthcare education in Fremont, CA with the Pharmacy Technician program in 2002, followed by a Medical Assisting program the next year. In 2004 the school entered Nursing Education with a Vocational Nursing program at the Fremont main campus, which was soon expanded to a satellite campus in Santa Clara, CA in 2005.

In 2006, Unitek College opened a branch campus in Sacramento and began offering a Vocational Nursing program, with approval from the Board of Vocational Nursing and Psychiatric Technician (BVNPT). The Sacramento Branch campus was approved by California's BPPE on October 23, 2006 when the Bureau of Private Postsecondary Education became the state authorizing agency.

2007 was a significant year in the history of Unitek College when the school began offering a Medical Assisting program at the Sacramento Campus and also launched the pre-licensure Registered Nursing Program at Fremont. This elevated the school's profile as a nursing school in the San Francisco Bay Area.

Unitek College soon began pursuing institutional accreditation, and in 2009, Unitek College's main campus in Fremont (and its satellite in Santa Clara) received national accreditation through the Accrediting Commission of Career Schools and Colleges (ACCSC) for an initial three-year period.

Following ACCSC's accreditation, in 2010 the US Department of Education approved Unitek College to participate as a Title IV awarding institution at the Fremont main campus and Santa Clara satellite campus. The following year, Unitek College launched its first fully-online program (the Bachelor of Science in Nursing Degree Completion Program) and in December 2011 the Sacramento branch campus was awarded ACCSC accreditation for an initial three-year period.

In 2012 Unitek College achieved two major regulatory milestones: 1) the Sacramento campus received approval to participate as a Title IV awarding institution; and 2) ACCSC renewed the Fremont campus' accreditation for a period of five years.

In 2013, the Sacramento branch campus moved to a larger facility and the Santa Clara satellite campus also moved into a larger facility in San Jose, CA. Also in 2013, Unitek College's parent company, Unitek Information Systems, Inc. underwent a change of ownership.

In 2014, Unitek College launched the Information Technology program at its Fremont and Sacramento campuses, and received ACCSC's approval to convert the San Jose Satellite campus into a Branch campus. Approval was also granted in 2014 for an acquisition of NCP College of Nursing, which had been offering nursing education in the Bay Area since 1993. Also this year, the RN-to-BSN Degree Completion Program received CCNE accreditation (as of 2/5/2014) for a period of five (5) years.

In 2015, ACCSC granted accreditation to Unitek College's new branch campus in Concord, CA, and the Dental Assisting program was launched in Sacramento campus (expanding later to San Jose and Concord). NCP College of Nursing also officially changed its name to Unitek College, adding its South San Francisco and Hayward campuses to the Unitek College family.

In 2017, Unitek College added a seventh campus with the acquisition of Southern California Medical College in Bakersfield, California. This campus received accreditation from ACCSC as a branch of Unitek College's Fremont campus in March 2018.

FACILITY DESCRIPTION

The Fremont campus occupies over 50,000 square feet, with 13 classrooms, 10 labs, library, student break room, reception and faculty and administrative offices.

The San Jose campus is located 25 miles from the Fremont main campus and occupies approximately 28,000 square feet with 9 classrooms, 9 labs, library, student break room, reception, and faculty offices.

The Sacramento campus totals 29,811 square feet and includes 11 lecture rooms (3 of which also serve as computer labs), 2 dedicated computer labs, 6 hands-on skills labs and a Learning Resource Center with 12 computer stations and work areas with desks, books, and a copier. There are 23 offices for non-academic staff including front desk reception and separate workspaces with reception desks for Allied Health and Nursing faculty. The campus also has 3 staff lounges, 1 student lounge, and a conference room for up to 12 individuals.

The Concord campus occupies approximately 24,000 square feet with 7 classrooms, 9 labs, learning resource stations, and a student break room. There is also a café in the building.

The Hayward campus is approximately 13,181 square feet and contains 2 skills labs, a simulation lab, 5 lecture rooms (two of which also function as computer classrooms), student lounge, employee lounge, learning resource room, and areas to accommodate all administrative and clerical staff to adequately support students.

The South San Francisco campus occupies more than 7,000 square feet of Building 2 of the former Serra Vista Elementary School. The school has two levels which include a student lounge and five classrooms, (two of which serve as a Skills Lab and a Computer Resource Center). One level is occupied by an administrative office, a small library, and the Admissions/Financial Aid Offices. Administrative and Faculty offices occupy the other level.

The Bakersfield campus is approximately 10,350 square feet and contains 4 classrooms, 2 skills labs, 2 computer labs, a student breakroom and study area, and sufficient administrative offices and staff to adequately support students.



ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES (ACCSC)

Unitek College's campuses in Fremont, Hayward, San Jose, Sacramento, Concord, South San Francisco and Bakersfield are accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a recognized accrediting agency by the U.S. Department of Education. The San Jose, Sacramento, Bakersfield and Concord campuses are recognized by ACCSC as accredited branches of the Fremont main campus. The South San Francisco campus is recognized by ACCSC as an accredited branch of the Hayward main campus.

NURSING BOARD APPROVALS

- o The Vocational Nursing (VN) program at Unitek College is approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).
- o The Bachelor of Science in Nursing (BSN) degree program at Unitek College is approved by the California Board of Registered Nursing (BRN).



Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in nursing at Unitek College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

Unitek College is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is in compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009.

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 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

U.S. DEPARTMENT OF EDUCATION

Unitek College is approved by the U.S. Department of Education to offer students the option of applying

for federal financial aid through the Title IV program. All accredited programs running at all campuses are eligible for Title IV funding, which is available for those who qualify.

STATE AUTHORIZATION REGARDING DISTANCE EDUCATION

Unitek College maintains state authorization in any state in which active distance education (DE) students are physically located at the time of initial enrollment, if that state requires it. Students who relocate while enrolled at The College may be unable to complete their studies if they move to a state where The College is not currently authorized to offer an online option for a program. A student who is considering relocation while enrolled should contact his/her Academic Dean/Program Director and/or Campus Director to discuss how relocation could alter their eligibility. It is the student's responsibility to inform the College of his/her relocation. Additionally, and as required, Unitek College complies with any state specific rules for enrollment agreements, policies and procedures, including refund policies.

VETERANS ADMINISTRATION

Unitek College is approved by the California State Approving Agency for Veterans Education (CSAAVE) to accept students using GI Bill® funding for both pre and post 9/11 GI Bills® for the following programs and locations (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs):

Program	Approved at these campuses
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RN-to-BSN Distance Education	Fremont
Associate of Science in Vocational Nursing	Fremont
Vocational Nursing (Diploma)	Fremont, Sacramento, San Jose, Hayward, South San Francisco, Concord
Medical Assisting	Fremont, Sacramento, San Jose, Hayward, South San Francisco, Concord
Dental Assisting	Sacramento, San Jose, Concord
Medical Office Administration	Fremont, Sacramento, San Jose, Concord
Information Technology	Fremont, Concord

MANAGEMENT AND STAFF

Corporate Officers & Department Heads

- Janis Paulson – Chief Executive Officer
- Ali Bhola – Chief Financial Officer
- Navneet Bhasin – Chief Operations Officer
- Abdel Yosef – Chief Academic Officer
- Jennifer (Jen) DeMay – General Counsel
- Stephanie Greenwood – National Dean of BSN, MSN, MEPN Programs
- Janice Holt – National Dean of Vocational/Practical Nursing Programs
- Lou Cabuhat, EdD – National Dean of Allied Health Programs
- Don Corvin – Senior VP of Compliance
- Sara Cramlet – Senior VP of Human Resources
- Debra Brooks – VP of Student Financial Services
- Michael Collins – VP of Admissions

Board of Directors

- Janis Paulson – Director
- Steven Hodownes – Director
- Tom McNamara – Director
- Adnan Nisar – Director
- Marcelus DeCoulode – Director
- Tracey Kruse – Director
- Scott Serota – Director
- Mona Sutphen – Director
- Mary Ann Christopher – Director

Campus Leaders

- Kirk Engel – Campus Director (Concord)
- Shalini Kumar – Campus Director (San Jose)
- Milo Jocson – Campus Director (South San Francisco)
- Katie Ramezani – Campus Director (Hayward)
- Sue Smith – Campus Director (Sacramento)
- Keith Woodman – Campus Director (Bakersfield)
- Frederick Holland – Campus Director (Fremont)

CAMPUS SCHEDULES

FREMONT, SACRAMENTO & SAN JOSE

Mon-Fri	8am – 10:50pm
Saturday	Testing by Appointment
Sunday	Closed

HAYWARD

Mon-Thur	8am – 6pm
Friday	8am – 5:30pm
Weekends	Closed

BAKERSFIELD

Mon-Fri	8am – 5pm
Weekends	Closed

CONCORD

Mon-Fri	8am – 7pm
Saturday	Testing by Appointment
Sunday	Closed

SOUTH SAN FRANCISCO

Mon-Fri	8am – 10pm
Weekends	Closed

CLASS SCHEDULES

Please note that these are *examples* of class schedules & are subject to change. Ask your Admissions Representative for the current class schedule for your program of interest.

Allied Health & Technology Diploma Programs (aka “Modular Programs”)

Morning sessions: 8:00am – 12:15pm Mon-Fri

Mid-Day sessions: 10:00am – 2:15pm Mon-Fri

Evening sessions: 5:30pm – 10: 50pm Mon-Thur, or 5:30pm – 9:45pm Mon-Fri (depends on campus)

Nursing Programs (campus-based)

All campus-based Nursing classes determine their lunch & break times based on the day’s lecture, exam & lab schedule. Off-campus clinical instruction may be scheduled for any day of the week, including Fridays or

weekends, depending on the availability of our clinical site partners. Below are typical schedules of on-campus instruction.

- Vocational Nursing Prerequisite course: Mon-Fri 9:00am – 3:30pm
- Vocational Nursing Program (day version): Mon-Thu 9:00am–5:00pm Bakersfield, Mon-Thu 8:00am–4:00pm all other campuses
- BSN on-campus instruction may be scheduled anytime between 8:00am-5:00pm Mon-Fri
- BSN off-campus clinical training: may be scheduled for any days, evenings or nights depending on availability of shifts at clinical partner locations

Please note that while on-campus courses in the VN Program are scheduled to run Monday through Thursday, by default, instruction will be scheduled on the Friday of any week(s) in which a School Holiday occurs on Monday, Tuesday, Wednesday or Thursday of that week. Students may also be scheduled to come to campus on a Friday for remediation, tutoring, or make-up work as needed.

STUDENT SCHEDULED HOLIDAYS & NON-SCHEDULED DAYS OFF

(applies to all on-ground education; excludes online education)

School Holidays	2021
Martin Luther King Jr. Day	1/18/2021
President’s Day**	2/15/2021
Faculty In-Service Q1**	TBD
Memorial Day	5/31/2021
Faculty In-Service Q2**	TBD
Independence Day	7/5/2021*
Labor Day	9/6/2021
Faculty In-Service Q3**	TBD
Veterans Day	11/11/2021
Thanksgiving	11/25/21-11/26/21
Faculty In-Service Q4**	TBD
Winter Break	12/20/20-1/3/2021
Return to School	1/3/2022

CAMPUS OPERATIONAL HOLIDAYS – Days the campus is closed

School Holidays	2021
New Year's Day (Observed)	1/1/2021
Martin Luther King Jr. Day	1/18/2021
Memorial Day	5/31/2021
Independence Day	7/5/2021*
Labor Day	9/6/2021
Thanksgiving	11/25/21-11/26/21
Christmas Eve	12/24/2021
Christmas Day	12/25/2021
New Year's Eve (Observed)	12/31/2021

* Holiday falls on a weekend and may be observed on the weekday before or after the weekend.

**Holiday is observed by Modular Programs Only.

BREAK TIME

The college encourages students to take designated breaks during the course schedule. The instructor will implement and supervise all break periods for classroom training hours. During break time students must abide by the rules and regulations of both the State and the college , which include but are not limited to the following:

- Students are allowed to receive and use cell phones only during break During class time, cell phones, iPods, and MP3 Players must be turned off.
- Students are not allowed chewing gum or chewing tobacco on
- Students must return to class promptly after
- Food or drinks are not permitted in class, except water in closed containers.
- Students are not permitted to take breaks in stairway, hallways, offices and/or classrooms.
- Students are not permitted to have visitors without prior approval by managing staff or instructor.
- The school is not responsible for any personal items.

PROGRAMS

Programs Offered by Each Campus:

- Medical Assisting – all
- Medical Office Administration – Fremont, Concord, San Jose, Sacramento
- Dental Assisting – Concord, Sacramento, San Jose
- Vocational Nursing – all
- Associate of Science in Vocational Nursing – Fremont (online)
- RN-to-BSN DE – Fremont (online)
- Nursing (BSN) – Fremont, Bakersfield, Concord (online)

Maximum number of students in each classroom:

- Medical Assisting – 40 (Fremont & Concord); 32 (Sacramento & San Jose); 30 (South San Francisco & Hayward); 23 (Bakersfield)
- Medical Office Administration – 40 (Fremont & Concord); 28 (San Jose); 20 (Sacramento)
- Dental Assisting – 20 (all campuses with program)
- Vocational Nursing Prerequisite Course – 40 (San Jose); 45 (other campuses)
- Vocational Nursing – 36 for classroom instruction (15:1 student/faculty ratio for skills lab and clinical experience)
- Associate of Science in Vocational Nursing (ASVN) & RN-to-BSN Distance Education (BSN) – 20 (online classes)
- Nursing (BSN) – 40 (on campus), 10 per offsite clinical rotation

Total semester credits (for credit-hour programs):

- Medical Assisting – 28
- Medical Office Administration – 25
- Dental Assisting – 27.5
- ASVN – 81
- Bachelor of Science in Nursing – 120
- RN-to-BSN Distance Education – 121

Total clock hours (for clock-hour programs & vocational courses):

- Vocational Nursing Prerequisite Course – 80

- Vocational Nursing Diploma Program – 1,620

Normal program completion time:

- 9 months: Medical Assisting, Medical Office Administration
- 10 months: Dental Assisting
- 12 months: Vocational Nursing (day version) and Associate of Science in Vocational Nursing
- 17 months: Vocational Nursing (full-time evening version)
- 20 months: Vocational Nursing (part-time evening version)
- 36 months: Nursing (BSN)
- 40 months: RN-to-BSN Distance Education

Academic credential awarded upon graduation:

- Diploma: Medical Assisting, Medical Office Administration, Dental Assisting, Vocational Nursing
- Associate of Science Degree: ASVN (Associate of Science in Vocational Nursing)
- Bachelor of Science Degree: Nursing (BSN); RN-to-BSN Distance Education

MEDICAL ASSISTING PROGRAM

(Offered at all campuses)

Program Overview

This is a blended (hybrid) program in which all theory (didactic) courses are online, while lab & externship courses are mostly on-ground / in-person with minor online training components. The program emphasizes administrative and clinical skills, with extensive instruction in medical terminology, medical office procedures, medical/clinical procedures, basic anatomy and physiology, and special duties common in the field. The externship provides practical experience in physicians' offices, hospitals, or other healthcare facilities. Emphasis is placed on communication, critical thinking, human relations, decision making, and other skills required of well-qualified medical personnel. Expected completion time is 9 months.

Educational Objectives & Corresponding Occupation

Graduates are prepared to gain employment as entry-level Medical Assistants (CIP code 51.0801, SOC code 31-9092.00) performing clinical and/or administrative functions in a medical office, clinic, hospital, or other healthcare-related setting. Administrative functions may include answering telephones, scheduling appointments, greeting patients, updating and filing patient charts, ordering supplies, arranging for hospital admission and laboratory services, handling billing, collections, bookkeeping, and the use of electronic medical records software. Clinical functions may include relaying prescriptions to a pharmacy, collecting and preparing laboratory specimens, sterilizing medical instruments, preparing patients for x-rays, taking electrocardiograms, removing sutures and changing dressings.

Certification Disclosure

Graduates of the program may be eligible to take various professional certification exams, including the National Healthcareer Association (NHA) exams required for the EKG Technician (CET) credential, Phlebotomy Technician (CPT) credential, and Certified Clinical Medical Assistant (CCMA) credential, the National Center for Competency Testing (NCCT) exam required for the National Certified Medical Assistant (NCMA) credential, and the American Medical Technologists (AMT) exam required to earn the Registered Medical Assistant (RMA) credential. Such credentials are not required to graduate but may be of value depending on a student's particular career goals. Faculty are available to advise students seeking such professional certifications.

As stated above, graduates of the MA program may be eligible to sit for various national certifications, although some may require employment experience prior to full eligibility for the certification. We have determined that these certifications are not required for employment in the state in which the campus offering the program is physically located (i.e., the home state). However, we have not determined whether any of these certifications are required for employment in states other than the home state. Additionally, we have not determined whether the MA curriculum qualifies for other national or state certifications which are not listed above. Students who are located in states other than the home state or who plan to relocate should research any certification or employment requirements for their respective chosen state.

Classroom / Lab Environment

The labs are fully equipped to simulate an office and clinic setting. Lab equipment includes: micro-

hematocrit centrifuge, blood and urine centrifuge, pulse oximeter, electrocardiogram machine, glucose meters, sphygmomanometers (B/P) cuffs, patient height and weight scale, infant height and weight scale, autoclave machine, and a hemoglobin meter.

HCMA110-T

Introduction to Medical Assisting & Medical Law – Theory

This is designed to introduce learners to the healthcare industry and typical responsibilities of a medical assistant. Learners devote time to differentiating between the scope of practice, reviewing the different professional organizations that exist for medical assistants, and summarize the history of medicine and its significance to the medical assisting profession. Techniques of therapeutic communication and active listening are explored as a prelude to understanding laws impacting the medical office. Issues of medical assistant licensing and malpractice prevention are introduced along with the elements of HIPAA. Learners review the physiological processes of blood pressure assessment and factors of essential hypertension, surface anatomy, describe body cavities, and body planes. Learners discuss elements of human acid-base balance. Learners are instructed how to make proper career decisions to secure and retain employment and use the Medical Office Simulation Software (MOSS) to practice documentation in electronic health records (EHR). Lastly, learners define, spell, and pronounce the terms specific to topics listed.

HCMA110-L

Introduction to Medical Assisting & Medical Law – Lab

This is an entry-level medical assisting course in the clinical laboratory, vital signs, communications, and the function and use of computers in the medical environments. The course is designed to introduce learners to safety techniques regarding accidental exposure to blood and other body fluids and needle sticks. Learners are provided with hands-on guidance to demonstrate the following medical assistant skills: vital sign assessment (temperature, pulse, respirations, blood pressure), Korotkoff phases, use of pulse oximetry document height and weight (convert pounds to/from kilograms) communications, and the function and use of computers in the medical environments. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure. Lastly, learners will also develop important skills regarding the job search and career development: write a cover letter and resume and create a career portfolio.

HCMA111-T

Pharmacology, Medication Administration, Diagnostic Imaging – Theory

Course HCMA111-T is designed to introduce learners to pharmacology: calculation of medication dosages for administration via parenteral routes, by mouth, transdermal, inhalation, instillation, and topical administration. Medication dosage calculation formulas are used by learners. Topics of anatomy and physiology for the following body systems are covered: immune system, integumentary system, and musculoskeletal system. Assisting with the physical examination using positioning and providing privacy for a patient, setting up instruments and supplies are the basis of instruction where learners explain the pre- intra- and post-assessment procedures to a patient. Entry-level information regarding diagnostic imaging is a part of the learning experience. Learners devote time to describing various bacterial staining characteristics, shapes, oxygen requirements, and physical structures of bacteria and discuss common diseases caused by bacteria. Learners work with CLIA-waived microbiology tests, discuss therapeutic modalities used in orthopedic medicine, and define, spell, and pronounce the terms specific to topics listed. Lastly, learners also develop important skills regarding the job search, career development, and

communication best practices.

HCMA 111-L

Pharmacology, Medication Administration, Diagnostic Imaging – Lab

HCMA111-L is an entry-level medical assisting course in the clinical application of pharmacology: calculation of medication dosages of medications for administration via parenteral routes, by mouth, transdermal, inhalation, instillation, and topical administration. Medication dosage calculation formulas are used by learners. Hands-on exploration of the anatomy for the following body systems are covered: integumentary, lymphatic, and musculoskeletal. Learners demonstrate how to assist with the physical examination, use positioning and provide privacy for a patient, set up instruments, and review supplies to explain the pre- intra- and post-assessment procedures to a patient. Entry-level information regarding diagnostic imaging is a part of the learning experience. Learners discuss therapeutic modalities used in orthopedic medicine and define, spell, and pronounce terms specific to topics listed. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HCMA112-T

Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Theory

Course HCMA112-T is designed to introduce learners to theory-based information regarding the medical assistant role in maintain Occupational Safety and Health Administration (OSHA) standards. Learners review anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: cardiac system, pulmonary system, gastrointestinal system. Principles of electrocardiography are introduced along with the following diagnostic procedures: EKG assessment, angiography, cardiac catheterization, doppler ultrasound, peak flow measurement, and spirometry. Principles of infection control, the chain of infection and handwashing are discussed within the context of the inflammatory response mechanism of the body. Learners describe CLIA-waived tests for common gastrointestinal disorders and build plans for special dietary needs for the following: pregnancy and lactation, epilepsy, HIV/AIDS and cancer diagnosis. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA112-L

Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand topics of anatomy and physiology, pathology, and treatment procedures and disease prevention for the following body systems: cardiac system, pulmonary system, gastrointestinal system. Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following principles: EKG assessment, angiography, cardiac catheterization, doppler ultrasound, peak flow measurement, and spirometry. Learners practice infection control, medical asepsis, and handwashing procedures to break the chain of infection and support the inflammatory response mechanism of the body. Learners review CLIA-waived tests for common gastrointestinal disorders and build plans for special dietary needs for pregnancy and lactation, epilepsy, HIV/AIDS and cancer diagnosis. Learners discuss Occupational Safety and Health Administration (OSHA) standards are a part of the learning experience. Learners discuss Occupational

Safety and Health Administration (OSHA) standards and define, spell, and pronounce the terms specific to topics listed. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HCMA113-T

Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Theory

Course HCMA113-T is designed to introduce learners to theory-based information regarding the medical assistant role assisting the primary care provider (physician, physician assistant or nurse practitioner) in performing a physical exam. Learners review anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: nervous (CNS and PNS) and sensory system (eyes, ears, and nose), endocrine system, and circulatory system. Patient care principles involved in adult and pediatric phlebotomy are discussed: equipment, venipuncture and capillary blood collection, and chain of custody. Learners discuss common blood tests (normal and abnormal ranges) for the following: Complete Blood Count (CBC), Serum Electrolytes and Chemistry (SMA7), Erythrocyte Sedimentation Rate (ESR), Prothrombin Time (PT/INR), Partial Prothrombin Time (PTT), and ABO blood groups. Concepts of behavioral health are part of the learning experience. Learners differentiate among common behavioral health disorders, including the etiology, signs, symptoms, diagnostic procedures, and treatments. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA113-L

Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand topics of anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: nervous (CNS and PNS) and sensory system (eyes, ears, and nose), endocrine system, and circulatory system. Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following principles: providing assistance during patient assessment, behavioral health examination, adult and pediatric phlebotomy, venipuncture and capillary blood collection. Learners practice working with laboratory forms to document common blood tests: Complete Blood Count (CBC), Serum Electrolytes and Chemistry (SMA7), Erythrocyte Sedimentation Rate (ESR), Prothrombin Time (PT/INR), Partial Prothrombin Time (PTT), and ABO blood groups. Learners define, spell, and pronounce the terms specific to topics listed. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HCMA114-T

Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Theory

This course is designed to introduce learners to theory-based information regarding the medical assistant role in assisting with minor surgical procedures performed in clinics. Learners identify surgical instruments, discuss surgical asepsis, perform sterile tray setup and outline pre- and post-operative patient care instructions. Learners review anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: male and female reproductive system, and urinary system. Learners summarize pediatrics growth and development, anthropometrics and review common diseases

for patients from newborn to 18 years of age. CLIA-waived tests for common urinary system and reproductive disorders are part of the learning experience. Stages of life are discussed along with the impact of the aging process on the cardiovascular, endocrine, gastrointestinal, integumentary, and musculoskeletal systems. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA114-L

Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand topics of anatomy and physiology, pathology, treatment procedures and disease prevention for the following body systems: male and female reproductive system, and urinary system. Within the medical assistant scope of practice, learners discuss, model and demonstrate the skills of identifying surgical instruments, assisting the MD with minor surgical procedures, surgical asepsis, and pre- and post-operative patient care instructions. Learners practice anthropometrics for patients from newborn to 18 years old, CLIA-waived tests for common urinary system and reproductive disorders. Stages of life are discussed along with the impact of the aging process on the cardiovascular, endocrine, gastrointestinal, integumentary, and musculoskeletal systems. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

HMCA115-T

Office Management & Computerized Systems in Medical Assisting – Theory

Course HCMA115-T is designed to introduce learners to theory-based information regarding the medical assistant role in assisting with the management and business aspects of running a medical practice. The following front office medical assistant skills comprise this course: communication practices using telephones and computers, scheduling appointments and patient records processing, medical record keeping, filing, health insurance records, billing and coding practices, banking services and procedures, and Microsoft Office Products (Word). Health insurance essentials and the inner workings of the Electronic Health Record (EHR) are an important component of this course where learners do the following: outline managed care requirements for patient referrals, distinguish between an electronic health record (EHR) and an electronic medical record (EMR), and discuss the impact of the Affordable Care Act on patient health care access. ICD-10 diagnostic coding procedures are used by learners to apply the code selection process and maximize third-party reimbursement. CPT and HCPCS coding guidelines are a part of the learning experience as are managed care policies and procedures. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR).

HCMA115-L

Office Management & Computerized Systems in Medical Assisting – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand how to assist with the management and business aspects of running a medical practice. Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following:

communication practices using telephones and computers, scheduling appointments and patient records processing, medical record keeping, filing, health insurance records, billing and coding practices, banking services and procedures.

The inner workings of the Electronic Health Record (EHR) are an important component of this course where learners do the following: outline managed care requirements for patient referrals, distinguish between an electronic health record (EHR) and an electronic medical record (EMR), and discuss the impact of the Affordable Care Act on patient health care access. ICD-10 diagnostic coding procedures are used by learners to apply the code selection process and maximize third-party reimbursement. CPT and HCPCS coding guidelines are a part of the learning experience as are managed care policies and procedures. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR).

HCMA116-T

First Aid, Emergencies, Behavior in Acute Situations – Theory

This course is designed to introduce learners to theory-based information regarding the medical assistant role in coordinating laboratory tests and results and understanding the Clinical Laboratory Improvement Amendments (CLIA), specimen collection procedures, and use of use of Safety Data Sheets (SDS). Learners review strategies for managing a health care practice from daily operations to equipment inventory. Healthcare ethics are evaluated by learners in explaining best practices for separating personal and professional ethics. Focus is applied to the following specific ethical challenges: reproductive issues, care involving children, medical research, end-of-life rituals and medical emergencies. HIPPA along with assisting in physical examinations and first aid for medical emergencies is part of the learning experience. Learners describe the function of a microscope and begin summarizing select microscopy tests performed in the ambulatory care setting. Learners define, spell, and pronounce the terms specific to topics listed and use the Medical Office Simulation Software (MOSS) to practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA116-L

First Aid, Emergencies, Behavior in Acute Situations – Lab

This is an entry-level medical assisting course in applying the medical assistant role to understand the medical assistant role in coordinating laboratory tests and results and understanding the Clinical Laboratory Improvement Amendments (CLIA), specimen collection procedures, and use of use of Safety Data Sheets (SDS). Within the medical assistant scope of practice, learners discuss, model and demonstrate the application of the following: managing a health care practice, assisting in physical examinations, and delivering first aid, use of a microscope. Core MA skills that repeat each module are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure. Focus is applied to the following specific ethical challenges: reproductive issues, care involving children, medical research, end-of-life rituals and medical emergencies. Learners define, spell, and pronounce the terms specific to topics listed Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

HCMA117

Medical Assisting Externship

This course provides the student with the opportunity to continue learning through demonstration and application of transferred knowledge to the clinical setting. The course begins with 5-hours of on-ground capstone learning involving topics of career development, employment preparation, professionalism, and interview skills. Following the capstone content, the student will report to the preceptor assigned by the college's Medical Assistant externship coordinator. Students will learn under the direct supervision of clinical site preceptor(s) and the college's medical assistant instructor.

HCMA118

Medical Assisting Capstone

The capstone course focuses on learning opportunities to integrate and apply both administrative and clinical knowledge, theory and understanding from previous course work in the medical assistant program. The learning experiences in this course result in a consolidation of a student's educational experience and emphasis will be placed on the application of knowledge and skills acquired during the program. Virtual learning and web related activities will occur for front office, back office competencies, critical thinking skills and teamwork skills expected of a medical assistant. Study and test taking techniques will be reviewed. Students demonstrate the achievement of program competencies through online experiences culminating in a comprehensive course project. Successful completion of either this Capstone course or the Externship course is required for graduation.

This course is offered 100% on online and divided into units through the learning management system called Canvas. To earn a grade in this course, students are required to complete all of the assigned course work within each unit by the published deadlines. Students will log in to their course several times per week to submit critical thinking assignments and participate in discussion forums. The weekly online discussions help the learner provide an opportunity to interact and share with other students. Learners will design a public service announcement or brochure for patient education as a primary deliverable of this course.

MEDICAL OFFICE ADMINISTRATION PROGRAM

(Offered at Fremont, Concord, San Jose, & Sacramento campuses)

Program Overview

Medical Office Administrators are a fundamental member of the healthcare team. This program prepares individuals to perform entry level duties as a Medical Office Administrator in a medical, clinical, or health care office environment under the supervision of office managers or other medical office professionals. Graduates are prepared to manage electronic health records, process insurance claims, handle entry-level bookkeeping, and manage the scheduling of patients in a medical setting. The program includes instruction in general office skills, medical data processing, medical office software, principles of medical record-keeping and applicable regulations, medical/clinical office procedures, and communications skills.

Graduates of the Medical Office Administration (MOA) program may be eligible to take various professional certification exams, including the Electronic Health Records Specialist exam, Certified Medical Administrative Assistant exam, and Medical Billing and Coding Specialist exam. Such credentials are not required to graduate but can be of value depending on students' particular career goals. Faculty are available to advise students seeking such professional certifications.

Certification Disclosure

As stated above, graduates of the MOA program may be eligible to sit for various national certifications, although some may require employment experience prior to full eligibility for the certification. We have determined that these certifications are not required for employment in the state in which the campus offering the program is physically located (i.e., the home state). However, we have not determined whether any of these certifications are required for employment in states other than the home state. Additionally, we have not determined whether the MOA curriculum qualifies for other national or state certifications which are not listed above. Students who are located in states other than the home state or who plan to relocate should research any certification or employment requirements for their respective chosen state.

Classroom and Lab Environment

The Medical Office Administration classrooms are equipped with computer workstations for each student (Windows PC's) with access to specialty billing, coding, medical records and office administration software. Standard office software for word processing, email communication, and appointment scheduling is also provided. Students have internet access which allows them to utilize the school's online library as well as government insurance sites. Students have access to the medical lab while learning CPR, first aid and patient vital signs.

Educational Objectives

Graduates are prepared to work as entry level Medical Office Assistants (SOC code 29-2071.00) and:

- Use medical terminology

- Perform opening and closing office procedures
- Operate hardware and software to accomplish office tasks
- Create electronic health records
- Use software to collect and audit patient information
- Assign insurance codes for medical diagnoses and procedures
- Submit health insurance claims for reimbursement
- Perform entry-level bookkeeping and accounting procedures
- Perform CPR, basic first aid, and take patients' vital signs

Courses and Hours

After successful completion of all required on-campus instruction, students are scheduled for a full time externship. Students must complete all on-campus instruction to be eligible to start externship and are required to complete 140 hours of outside-class assignments and projects throughout the program.

Courses ("Modules")	Instructional hours	Semester credits
MOA 110: Fundamentals of Health Care	80	3.0
MOA 111: Computer Fundamentals	80	3.0
MOA 112: Medical Office Administration	80	3.0
MOA 113: Business Practices in the Medical Office	80	3.0
MOA 114: Health Records Management	80	3.0
MOA 115: Medical Insurance Billing	80	3.0
MOA 116: Medical Insurance Coding	80	3.0
MOA 117: Medical Office Externship or MOA118: Medical Office Capstone	200	4.0
TOTALS	760	25.0

MEDICAL OFFICE ADMINISTRATION COURSES

MOA 110: Fundamentals of Health Care

This course introduces students to the principles of medical law and ethics, including HIPAA and the Patient's Bill of Rights. Students use prefixes, suffixes, and root words to create medical terms related to body position, planes, and cellular structure. Finally, students learn how to take patient vital signs, perform basic first aid, and understand common CPR techniques.

MOA 111: Computer Fundamentals

In this course, students use the computer to practice keyboarding skills and to perform basic office functions in Microsoft Word, Excel, Outlook, and PowerPoint. Students draft appropriate office correspondence and email communications. Students use prefixes, suffixes, and root words to create medical terms related to the integumentary system and the senses. Basic anatomy, physiology and common disorders of those systems are also discussed.

MOA 112: Medical Office Administration

This course introduces students to front office operations. Procedures used to open and close the office are addressed. Students learn patient intake methods, telephone etiquette, patient communication techniques, appointment management, and file creation. Students use prefixes, suffixes, and root words to create medical terms related to the male and female urinary and reproductive systems. Basic anatomy, physiology and common disorders of those systems are also discussed.

MOA 113: Business Practices in the Medical Office

In this course, students use Microsoft Excel and QuickBooks to perform general accounting and bookkeeping functions. Students learn how to create ledgers, process payments, and discuss payment arrangements with patients. Students use prefixes, suffixes, and root words to create medical terms related to the cardiovascular, blood and lymphatic systems. Basic anatomy, physiology and common disorders of those systems are also discussed.

MOA 114: Health Records Management

This course introduces students to the laws and regulations that govern patient medical records. Students use software to create, audit and modify electronic health records. Secure data transfer procedures are also discussed. Students use prefixes, suffixes, and root words to create medical terms related to the nervous system, mental health and pharmacology. Basic anatomy, physiology and common disorders of those systems are also discussed.

MOA 115: Medical Insurance Billing

This course presents information about various types of insurance plans including HMOs, PPOs, Group Plans, and Medicare. Students familiarize themselves with forms used by insurance plans, as well as by Medicaid, Workman's Compensation, and Disability including the CMS-1500. Students use software to process and submit mock billing forms and troubleshoot and correct denied claims. Students use prefixes, suffixes, and root words to create medical terms related to the musculoskeletal and respiratory systems. Basic anatomy, physiology and common disorders of those systems are also discussed.

MOA 116: Medical Insurance Coding

This course introduces students to ICD-10, CPT, and HCPCS coding procedures. Students learn coding principles, code modifiers and how to apply the correct code to inpatient and outpatient procedures. Finally, students practice evaluating records submitted by healthcare providers to achieve optimal reimbursement. Students use prefixes, suffixes, and root words to create medical terms related to the gastrointestinal and endocrine systems. Basic anatomy, physiology and common disorders of those systems are also discussed.

MOA 117: Medical Office Externship

Externship is a field experience that is completed as the final course in the program. During externship, students have the opportunity to practice the skills they have learned in class, in an actual office environment. In addition to demonstrating subject knowledge and skills, students must demonstrate teamwork, professionalism, and initiative. Students should treat externship as if it was a job and therefore, excellent attendance is also required.

MOA 118: Medical Office Capstone

This course focuses on learning opportunities to integrate and apply administrative knowledge, theory and understanding from previous course work in the Medical Office Administration program. The learning experiences in this course result in a consolidation of a student's educational experience and emphasis will be placed on the application of knowledge and skills acquired during the program. Virtual learning and web related activities will occur for front office, critical thinking and teamwork skills expected of a medical administrative worker. Study and test taking techniques will be reviewed. Students demonstrate the achievement of program competencies through online experiences culminating in a comprehensive examination with a satisfactory score prior to completion of this course. Successful completion of this course is required for graduation.

This course is offered 100% online and divided into units. To earn a grade in this course, students are required to complete all of the assigned course work within each unit by the published deadlines. Students will log in to their course several times per week to view the interactive lesson and participate in discussion forums. The weekly online discussions help the learner provide an opportunity to interact and share with other students. Responding to case study scenarios, topics and issues requiring critical thinking, and designing a comprehensive examination with a satisfactory score are requirements of the course.

DENTAL ASSISTING PROGRAM

(Offered at the San Jose, Concord and Sacramento campuses)

Program Overview

This program prepares students with the knowledge, technical skills, and work habits of a Dental Assistant, focusing on the treatment-room care of dental patients taught using in-class instruction, hands-on labs, and externship experience. Topics covered include infection control and sterilization, medical emergencies, X-rays and impressions, dental instruments, oral evacuation, prosthodontics, pharmacology and pain control, preventative dentistry, assisting with oral surgery, and tray setups. Equipment and materials that are used in the program include model trimmers, lab vibrators, dental lathe, autoclave, ultrasonic machine, 4 operatory chairs, 4 Fletcher mannikins, 4 X-ray DXTR mannikins, restorative instruments, specialty instruments, supplemental dental materials.

Educational Objectives & Corresponding Occupation

Graduates are prepared for entry level employment as Dental Assistants (SOC code 31-9091.00) and:

- Work in a dental office, clinic, or lab environment
- Function as Dental Assistants to licensed Dentists
- Utilize current industry standard dental software
- Work with digital dental technology

Registration Disclosure

Graduates of the Dental Assisting (DA program) are eligible to sit for the Registered Dental Assistant (RDA) exams administered through the Dental Board of California to become a Registered Dental Assistant. We have determined that this registration is not required for employment in the state in which the campus offering the program is physically located (i.e., the home state). However, we have not determined whether this registration or any other certifications are required for employment in states other than the home state. Additionally, we have not determined whether the DA curriculum qualifies for other national or state registrations or certifications. Students who are located in states other than the home state or who plan to relocate should research any certification or employment requirements for their respective chosen state.

Courses and Hours

The instructional hours are comprised of one 60-hour pre-requisite class (DA101) followed by seven 80-hour classes. After successful completion of all on-campus classes, students are scheduled for a 200-hour externship. All courses except Externship include out-of-class work such as reading and writing assignments, library research, practice and practical application assignments, and projects.

Courses ("Modules")	Instructional Hours	Semester Credits
DA101 - Dental Terminology and Proper Asepsis Techniques	60	2.5

DA102 – Chairside Assisting for General and Specialty Dentistry	80	3.0
DA103 – Dental Materials and Prevention	80	3.0
DA104A – California Dental Assisting with Expanded Duties Lab	80	3.0
DA104B – California Dental Assisting with Expanded Duties Lab	80	3.0
DA105 – Dental Radiology	80	3.0
DA106 – Dental Practice Management	80	3.0
DA107 – Clinical and Lab Duties	80	3.0
DAC108 – Clinical Externship	200	4.0
TOTALS	820	27.5

DENTAL ASSISTING COURSES

DA101 – Dental Terminology and Proper Asepsis Techniques

(program pre-requisite course)

This course introduces basic knowledge of dental terminology, health team roles, HIPAA, CPR, dental anatomy and histology. Laboratory practice includes basic chairside assisting and sterilization.

DA102 – Chairside Assisting for General and Specialty Dentistry

In this course, students are taught an introduction to the profession of dentistry as it relates to the dental assistant in general and specialty dentistry, including orthodontics, pedodontics, oral surgery, endodontics, periodontics, and fixed and removable prosthodontics. Bones, salivary glands, and muscles and nerves of the skull are also covered. Students have the opportunity to practice instrument exchange, oral evacuation, seating and dismissing a patient, handpiece maintenance, and anesthesia.

DA103 – Dental Materials and Prevention

In this course, students are taught preventive medicine, nutrition, oral hygiene methods, vital signs, pharmacology, and medical emergencies. Students have the opportunity to practice manipulation of and armamentarium of dental materials to include restorative, cast, impression, cements, liners, bases, tooth brushing, flossing, and blood pressure.

DA104A – California Dental Assisting and Registered Dental Assisting with Expanded Duties Lab

This course covers applicable regulations, categories, terminologies, examination, certification, continuing education, and legalities of the profession. Students have the opportunity to practice functions as they apply to general dentistry, oral surgery, and preventive dentistry.

DA104B – California Dental Assisting and Registered Dental Assisting with Expanded Duties Lab

This course allows students to practice dental assisting functions as they apply to intra-oral/extra-oral photography, placement of patient monitoring sensors, monitoring patient sedation, intra-oral images for milled restorations, endodontics, orthodontics, and periodontics.

DA105 – Dental Radiology

In this course, students are taught basic principles of radiographic physics, radiographic production and darkroom errors, bitewing radiographs, intra-oral techniques, mounting full-mouth radiographs, and manual film processing. Students have the opportunity to practice exposing films and taking full-mouth radiographs and x-rays for diagnosis using mannequins and patients. Students are also taught production of acceptable dental radiographs, including an overview of panoramic film techniques, and automatic film processing. This course requires the completion of four patient surveys as clinical practice, with no more than three retakes. Instruction in radiograph duplication is also provided.

DA106 – Dental Practice Management

This course covers origin and treatment of patient fear, management of patient pain and discomfort motivation, the basis for human behavior, recognition of social behavior, individual difference, communication skills, relationship enhancement, special problems in communications, compliance,

preventive behavior, behavior management of children as patients, care of the geriatric patient, and care of the handicapped patient. Students are also taught the nonclinical functions of a dental office with emphasis on appointment scheduling, financial arrangements, collection techniques, recall, completing insurance forms, and maintaining current insurance records. Students will practice telephone communications, computer terminology and functions, inventory supply systems, employment search techniques, and completing job applications.

DA107 – Clinical and Lab Duties

This covers pit and fissure sealants, facebow transfers, automated caries detection device, coronal polishing, stainless steel crowns, adjusting dentures extra-orally, and California Law and Ethics. This course requires the completion of four pit and fissure sealant patients as clinical practice. Patients will be completed on one weekend. Coronal polishing requires the completion of clinical practice to include one student patient and two additional patients.

DAC108 Clinical Externship

This externship is designed to provide practical on-the-job experiences that augment the student's in-class experiences. Students are required to complete the 200-hour externship program at a work site connected with their field of study, which normally includes health care facilities such as private or group practices, clinics, and industrial clinics. 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 graduation requirements.

INFORMATION TECHNOLOGY PROGRAM

(Offered at the Fremont and Concord campuses)

Program Overview

The college’s Information Technology program covers computer system concepts and skills required in a wide range of possible small to mid-sized business environments. The labs include virtual environments to simulate multiple real-world scenarios, as well as physical workstations for hands-on skills training.

Classroom and Lab Environment

The program combines classroom and laboratory space to ensure easy accessibility and allow instructors to closely supervise students. Each student will have an individual computer workstation. Lab equipment includes tool, software and hardware systems.

Educational Objectives and Corresponding Occupation

This program prepares students to obtain entry-level positions in Computer System Support (SOC codes 15-1151.00 & 15-1152.00). Graduates are prepared to explain computer hardware and software concepts to a variety of audiences, work individually and in teams on IT-related tasks. Graduates may also be eligible to take various professional certification exams. Such credentials are not required to graduate but may be of value depending on a student’s particular career goals. Faculty are available to advise students seeking such professional certifications.

Certification Disclosure

As stated above, graduates of the IT program may be eligible to sit for various professional certifications. We have determined that these certifications are not required for employment in the state in which the campus offering the program is physically located (i.e., the home state). However, we have not determined whether any of these certifications are required for employment in states other than the home state. Additionally, we have not determined whether the IT curriculum qualifies for all IT-related professional certifications. Students who are located in states other than the home state or who plan to relocate should research any certification or employment requirements for their respective chosen state.

Courses and Hours

Courses (“Modules”)	Instructional hours	Semester credits
CITP 120 Office Suite Support	100	4

CITP 125 Basic Networking Essentials	100	4
CITP 130 Security Essentials	100	4
CITP 135 Windows Desktop Essentials	100	4
CITP 140 Windows Server Essentials	100	4
CITP 145 PC Hardware	100	4
CITP 150 IT Externship or CITP 155 IT Capstone	160	3.5
TOTALS	760	27.5

CITP 120 Office Suite Support

This course presents essential introductory and advanced features of Microsoft Office 2016. It includes video, interactive demonstrations and advanced Office skills to assist a student if they wish to pursue Microsoft Office Specialist certifications for each topic (Word, Excel, PowerPoint, and Outlook). The depth and detail of this course will help prepare a student for a Help Desk position or Office support.

CITP 125 Basic Networking Essentials

This course will cover the knowledge and skills necessary to manage, maintain, troubleshoot, install, operate and configure basic networking infrastructure, describe networking technologies, basic design principles, adhere to wiring standards and use testing tools. This module will prepare the student for an entry level network support position.

CITP 130 Security Essentials

Students learn the skills required to identify risk and participate in risk mitigation activities, provide infrastructure, application, operational and information security, apply security controls to maintain confidentiality, integrity and availability, identify appropriate technologies and security products, and operate with an awareness of applicable policies, laws and regulations. This module will prepare the student for an entry level system administrator position.

CITP 135 Windows Desktop Essentials

This course teaches students to configure Windows desktop computers under several common scenarios, including: installing, upgrading, and migrating, configuring hardware and applications, configuring network connectivity, and monitoring and maintaining Windows systems. The module will prepare the student for an entry level helpdesk or system administrator position.

CITP 140 Windows Server Essentials

This course provides an overview on entry level server management, installation. It includes coverage of Active Directory and Network Infrastructure organization. The focus of this class is learning to install and setup a server in a domain environment. Various server roles are covered including DHCP, DNS, and Domain Controller replication. This module will prepare the student for an entry level server support position.

CITP 145 PC Hardware

This course covers the fundamentals of computer systems, networking and security; identification of

hardware, peripheral, networking and security components; basic functionality of operating systems; basic troubleshooting methodologies and safety procedures; security practices. This module will prepare the student for an entry level helpdesk or computer repair position.

CITP 150 IT Externship

Consists of a supervised experience (paid or unpaid) at an appropriate technical facility. Providing an opportunity for students to practice/be exposed to administrative and technical procedures where skills they have learned can be utilized. Student’s hands-on experience may include troubleshooting, storage devices, data reconfiguring, data imaging and migration, network management and program installations. The student will report to the site supervisor, assigned by the affiliate externship site. Students will work under the direct supervision of these managers. Completion of 160 hours is required. Students are required to fill out time sheets weekly and have supervisor verification of hours worked. This module provides a transition from a classroom and lab environment to a “real world” environment with “real world” issues to be addressed. This module prepares the student for transitioning to a fulltime work environment in Information Technology.

CITP 155 IT Capstone

This course presents an opportunity to increase the skills and knowledge gained in previously-completed modules, and to potentially earn TestOut Pro Certifications with a Skills Guarantee (such credentials are not required to graduate but may be of value depending on the student’s particular goals). Each student will select at least 2 of the following modules for additional learning:

Module	Skills Guarantee Available
CITP 120 Office Suite Support	No
CITP 125 Basic Networking Essentials	Yes
CITP 130 Security Essentials	Yes
CITP 135 Windows Desktop Essentials	Yes
CITP 140 Windows Server Essentials	Yes
CITP 145 PC Hardware	Yes

Students will engage in asynchronous learning to augment and extend previous module knowledge and skills. They will utilize TestOut Pro Certification practice exams before requesting access to the actual Pro Certification exam which may only be taken once without incurring an additional cost. If an additional attempt is desired by the student, the student is responsible to contact TestOut directly and satisfy all additional fees and requirements.

If a student’s grade on the TestOut Pro Certification Exam meets TestOut’s requirements, and all other

qualifications have been met according to TestOut, the student can earn a TestOut Skills Guarantee for each qualifying module. More information on this process is available from the Program Director or Instructor.

VOCATIONAL NURSING PREREQUISITE COURSE (VN PRQ)

(Offered at all campuses)

Course Overview & Hours

Passing this course is a requirement for admission to the Vocational Nursing Diploma Program. The course assists in identifying at-risk students who may not succeed in the Vocational Nursing Diploma Program. The course also provides an opportunity to advise students and develop plans of action, including but not limited to changes in study habits, goal setting, study guide development, and tutoring. The course helps students and faculty assess students' study skills, learning styles, organizational skills, ability to follow directions, maintain attendance, be punctual, and pass quizzes in a fast-paced academic environment which mirrors that of the Vocational Nursing Diploma Program.

The course consists of 80 hours of instruction typically completed in 2 weeks. As an avocational course, this prerequisite course is not vocational in nature and does not lead to initial employment. This course is not eligible for Federal Financial Aid. Students receive a Transcript upon successfully completing this course (not a Certificate of Completion, Diploma or Degree).

Students must complete this course with a cumulative score of at least 75% to pass. This score is determined by averaging the scores of all exams and quizzes with equal weighting for each. If a student fails this course, the student may be provided an opportunity to retake it one time. Students must receive approval from the Chief Academic Officer in order to take the course a 3rd time. Students may be required to pay all costs associated with retaking the course. Students wanting to retake this course should discuss their situation with an Admissions Advisor.

Topics covered include study skills, critical thinking, identification of personality types and how they interact within teams, Nursing education levels and the role of an LVN, communication in health care, web-based nursing resources, dosage calculations, and medical terminology related to basic overview of primary systems (Skeletal, Muscular, Cardiovascular, Respiratory, Digestive, Urinary, and Nervous).

Please note that while completion of this course is not required by California's Board of Vocational Nursing & Psychiatric Technicians (BVNPT), completion of this course (or its equivalent, as determined by the college) is required in order to be admitted to the college's Vocational Nursing program.

Classroom and Lab Environment

This course is taught in a single lecture classroom which contains desks for each student, whiteboards, and a projector for use by the Instructor.

VOCATIONAL NURSING PROGRAM

(Offered at all campuses)

Program Overview

This pre-licensure Vocational Nursing (VN) program is approved by California's Board of Vocational Nursing & Psychiatric Technicians (BVNPT) and prepares graduates to pass the NCLEX-PN license exam to become entry-level Licensed Vocational Nurses.

Hours:

The program consists of 1620 instructional clock hours: 660 hours of didactic/theory and 960 hours of supervised lab/clinical instruction.

Classroom and Lab Environment:

Classrooms are equipped with individual student desks, whiteboards, projector and screen for lecture presentations. Labs contain patient care stations to simulate actual hospital settings. Each lab has storage cabinets for supplies and all necessary equipment such as: IV poles, enteral feeding pump; blood pressure cuffs, scales; adult and pediatric mannequins; equipment to practice common nursing care and procedures including medication administration.

Educational Objectives and Corresponding Occupation:

The program's goal is to prepare students to pass the NCLEX-PN license exam and gain entry-level employment as Licensed Vocational Nurses (SOC code 29-2061.00). Graduates will be able to:

- Collaborate effectively with clients, families, health care team, and community resources to provide holistic care.
- Assist in the formulation of a systematic problem-solving approach to deliver basic nursing care to clients and implement approaches within ethical-legal limitations.
- Assist in the coordination of patient care as a member of the health care team within the organizational framework of a structured health care setting and standards of practice.
- Assume responsibility as a member of the nursing profession by demonstrating accountability for practice, promoting the practice of vocational nursing and participating in health promotion.

Licensure Disclosure

Graduates of the Vocational Nursing (VN) program will be eligible to sit for the NCLEX-PN licensure exam, and those who pass will be eligible for licensure in the state in which the campus offering the program is

physically located (i.e., the home state). Graduates who become licensed in the home state can apply for licensure in other states. However, we have not determined that the VN curriculum meets the requirements for initial licensure in states other than the home state; therefore, graduates may first have to become licensed in the home state and then subsequently apply for licensure in a state in which they are located or have relocated to.

VOCATIONAL NURSING COURSES

VN 100: Nursing Fundamentals – Theory

Co-requisite: VN 101 Nursing Fundamentals – Clinical/Skills

This course provides an introduction to the nursing profession and technical instruction towards mastery of entry level nursing skills and competencies. Subject matter includes: Nursing history and trends, trans-cultural nursing & health (spiritual and cultural diversity), human needs and wellness, community health, therapeutic communication, nurse client relationships, terminology and abbreviations, legal-ethical issues in nursing, safety and emergency preparedness, admissions, transfer and discharge, feeding and elimination, pain management, body mechanics, infection prevention and control; Nursing Process (inclusive of data collection / assessment and basic charting), medical and surgical asepsis, Nutrition, Anatomy and Physiology as well the Geriatric Patient. The following are the skills competencies in this course; hand-washing, vital signs, body mechanics / personal hygiene, enemas, Foley insertion, sterile gloving and dressing, insertion and management of nasogastric and percutaneous feeding tubes, tracheostomy management and tracheostomy suctioning. This course also provides theory content and nursing skills competencies on care of the adult, older adult / geriatric client. Subject matter includes: Care of the adult early, middle, late; care settings; effects of aging on the systems of the body; risk factors; assessment and interventions in providing holistic care; effects of losses; elder abuse; diagnostics test and procedures, mini mental assessment; dementia; legal-ethical issues as related to the older adult. The Nursing Process is utilized as the foundation for all nursing interventions. This course also provides theory content and skills related to basic nutrition; special diets and nutritional need of the compromised clients. Subject matter includes: Basic precepts and guidelines of nutrition; cultural, social and religious influences; Excesses and deficit in nutrition; therapeutic diets, house diets, modified diets; special nutritional needs and nutritional support, as it relates to nursing. This course, as well, provides instruction as relate to anatomy and physiology. Subject matter includes: Overview of Body Systems and Body functions; Integumentary system; Musculoskeletal system; Gastrointestinal system, Genitourinary system; Reproductive Systems; Respiratory System; Cardiovascular System; Blood & Lymph and Immune Systems; Endocrine System; Neurological System and Sensory System.

VN 101: Nursing Fundamentals – Clinical/Skills

Co-requisite: VN 100 Fundamentals Theory

This course provides detailed education and training, and application of theory and nursing skill competencies in the clinical setting; direct client / patient interaction and care in a clinical / work based experience setting, long term care facility. Direct patient care of different age spectrums is provided, focusing on the client's / patients individual needs for the adult client / patient. The Nursing Process is utilized as the foundation for all nursing interventions.

VN 200: Introduction to Pharmacology

Pre-requisite: Successful completion of Term 1

This course provides introduction to the basic principles of pharmacology content, drug regulations, and classification as it relates to the different body systems and diseases, categories, factors affecting medication administration, abbreviations and symbols, systems of measurements, delivery systems, calculations for drug administration, principles and methods of drug administration. The course

encompasses review of Anatomy and Physiology as related to the effects of drugs to specific organ systems. The specific and in depth mechanisms of actions and Nursing care are incorporated in Medical-Surgical organ system disease topics and course.

VN 201: Medical-Surgical 1 – Theory

Pre-requisite: VN 200 Introduction to Pharmacology

Co-requisite: VN 202 Medical-Surgical 1 – Clinical

In this course, emphasis is placed on the study of specific medications, administration and treatment related to general conditions and specific organ systems and diseases. Subject matter includes: Inflammation, Infection, Immunity, Fluids and Electrolytes, Pain management, Surgical Care, First Aid, Emergency Care and Disaster Management, Shock, Delirium, Dementia, Incontinence, Falls, Fractures, Amputations, Care of the client with Skin Disorders, Immunologic Disorders, HIV, Cardiac Disorders, Diabetes Mellitus, Hypoglycemia, and Acute and Chronic Respiratory Disorders. The Nursing Process is utilized as the foundation for all nursing interventions.

VN 202: Medical-Surgical 1 – Clinical

Pre-requisite: VN 200 Introduction to Pharmacology

Co-requisite: VN 201 Medical-Surgical 1 – Theory

This course provides detailed education, training, and application of theory and nursing skill competencies in the clinical setting; direct client / patient interaction and care in a clinical / work-based experience setting, long term care facility and Simulation laboratories. Direct patient care is provided focusing on the adult client's / patient's individual needs. Emphasis is placed on medication administration and individualized care and treatment related to organ systems discussed in theory courses. The Nursing Process is utilized as the foundation for all nursing interventions.

VN 300: Maternal and Newborn – Theory

Pre-requisite: Successful Completion of Term 2

Co-requisite: VN 301 Maternal and Newborn – Clinical

This course provides theoretical instruction on care of the women during the stages of pregnancy and care of the newborn. Subject matter includes: Prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, prenatal teaching, preparation of childbirth, normal labor and delivery, nursing care of the newborn, post-partum care, possible complications, high risk pregnancy, high risk labor and delivery, high risk newborn, inclusive of concepts applicable to basic needs and support of the family during the period of change. The Nursing Process is utilized as the foundation for all nursing interventions. Course includes classroom and lab time.

VN 301: Maternal and Newborn – Clinical

Pre-requisite: Successful Completion of Term 2

Co-requisite: VN 300 Maternal and Newborn – Theory

This course provides detailed education, training, and clinical / work-based experience; direct patient care,

in a variety of acute, sub-acute and / or long term care facilities. Care is provided focusing on the individual's needs across the life span inclusive of the Maternal /Newborn client. The Nursing Process is utilized as the foundation for all nursing interventions.

VN 302: Pediatrics – Theory

Pre-requisite: Successful Completion of Term 2

Co-requisite: VN 303 Pediatrics – Clinical

This course provides detailed instruction on the care of the pediatric client, subject matter includes: Growth & Development, Care of the child with acute and chronic childhood diseases and disorders from infancy through adolescence. Assessment of: Health maintenance and wellness, interventions for acute and chronic disorders and diseases, and children with special needs.

VN 303: Pediatrics – Clinical

Pre-requisite: Successful Completion of Term 2

Co-requisite: VN 302 Pediatrics – Theory

This course provides detailed education, training, and clinical / work-based experience; direct patient care, in a variety of acute, sub-acute and / or long term care facilities as well as Pediatric clinics. Care is provided focusing on the individual's needs across the life span inclusive of the pediatric client. The Nursing Process is utilized as the foundation for all nursing interventions.

VN 304: Medical-Surgical 2 – Theory

Pre-requisite: Successful Completion of Term 2

Co-requisite: VN 305 Medical-Surgical 2 – Clinical

In this course, emphasis is placed on the understanding of the disease process and the care related to clients with specific organ system diseases as well as the medication utilized in treatment. The Nursing Process is utilized as the foundation for all nursing interventions. Subjects include: conditions related to reproductive systems, sexually transmitted infections, connective tissue disorders, upper and lower gastrointestinal tract disorders, liver, pancreatic and biliary tree disorders, endocrine disorders, urologic disorders and neurologic disorders. This course also covers the study of human behavior with emphasis on emotional and mental abnormalities and disorders; behavior therapy and psychiatric medications; coping mechanisms and nursing responsibilities, mental health teams and centers; therapeutic communication / defense mechanisms; psychiatric disorders, treatment and nursing interventions; substance abuse and addictions; assessment of mental functioning, effects of illness/hospitalization, interventions for mental health disorders and abuse and dependencies, including evaluation of outcomes.

VN 305: Medical-Surgical 2 – Clinical

Pre-requisite: Successful Completion of Term 2

Co-requisite: VN 304 Medical-Surgical 2 – Theory

This course provides detailed education and training, and application of theory and nursing skill competencies in the clinical setting; direct client / patient interaction and care in a clinical / work-based

experience setting, long term care facility and Simulation laboratories. Direct patient care is provided focusing on the adult client's / patient's individual needs. Emphasis is placed on medication administration and individualized care and treatment related to the organ systems discussed in the theory courses. The Nursing Process is utilized as the foundation for all nursing interventions.

VN 306: Professional development

Pre-requisite: Successful Completion of all prior courses

Study of the importance of professional growth. This course provides instruction on the changing roles and skills needed for successful transition from student practical nurse to licensed practical nurse. Subject matter includes: Role transition, legal-ethical requirements, practice acts, rules and regulations, leadership qualities and styles, management styles, career pathways, job seeking skills, NCLEX-PN preparation and successful passing of a proctored exit exam.

ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING (ASVN)

(Offered by the Fremont campus; all General Education courses are online)

Program Overview and Hours

Graduates of an approved program in Vocational Nursing or Practical Nursing may apply for admission to the ASVN program and may also apply for credit transfer of their completed Vocational Nursing or Practical Nursing courses. The ASVN program builds on the Vocational Nursing Diploma by adding the same 100% online General Education and Science courses required for graduates of the pre-licensure Bachelor of Science in Nursing (BSN) program.

Educational Objectives and Corresponding Occupation

The goal of this post-licensure program is to educate and develop Vocational Nurses to become more well-rounded professionals through undergraduate General Education, and prepare them for further education, if desired, in a Bachelor of Science in Nursing (BSN) program. Graduates will have:

- enhanced critical thinking, science knowledge, and verbal / written communication skills
- expand employment opportunities to employers requiring or preferring an Associate Degree

Acquisition of the Associate Degree on top of an existing Vocational Nursing or Practical Nursing License can open up additional opportunities for employment as an LVN or LPN (SOC code 29-2061.00) not only in traditional healthcare settings such as clinics, physician offices, sub-acute and long term care facilities but also in education, research, pharmaceutical, and medical equipment fields.

Program Format

General Education courses are taught 100% online using Unitek College's online learning system. These courses are Instructor-led, and the Instructors engage students through discussion forums, online office hours, assignments and group projects/discussions, and exams. Faculty will respond within seven (7) calendar days to students submitting completed work in online courses. Responses may take the form of an online message, posted grade, or other communication.

COURSES TAUGHT IN THE PROGRAM

These courses are taught 100% online and are required for completion of the Associate of Science in Vocational Nursing (ASVN) program.

ENG 101: English – 3 semester credit hours

The course develops writing skills through analysis of essays, articles and other written works that are used as models for writing practice and development. Writing assignments stress process approaches, development, organization, revision and audience awareness. Students use word processing and web-based tools to develop written work.

ENG 104: Public Speaking – 3 semester credit hours

The course explores ways in which people interact verbally and non-verbally and teaches basic principles of interpersonal communication, including perception, self-concept, persuasive communication, nonverbal communication, semantics, roles and norms and communication barriers. Activities include participating in groups, pairs and interactive communication situations.

PSY 101: Introduction to Psychology – 3 semester credit hours

The course provides a foundation for understanding, predicting and directing behavior. Organized within a framework encompassing foundations, general topics and applications, the course provides an understanding of how psychological principles and concepts relate to professional and personal life. Topics include learning, attitude formation, personality, social influence, dynamics of communication, conflict resolution, motivation, leadership and group roles and processes.

SOC 102: Introduction to Sociology – 3 semester credit hours

The course explores the role of culture in social organizations. Social institutions and the issues of race and gender within social structures are analyzed in the context of multicultural societies and increasing global interaction. Basic sociological principles and research findings are used to support analysis of cultural and social issues.

MTH 200: College Algebra – 3 semester credit hours

The course focuses on topics such as basic treatment of algebraic expressions, solving linear equations and inequalities, graphing linear equations and inequalities, polynomial operations, positive and negative integral exponents, factoring, systems of linear equations, radical and rational expressions, quadratic equations and various application problems.

MIC 101: Microbiology with lab – 4 semester credit hours

The course covers basic concepts of microbiology, with emphasis on medically important microorganisms and infectious diseases. The topics studied also include microscopy, microbial growth and genetics, antimicrobial agents, epidemiology and immune system responses to pathogens. Lab exercises emphasize aseptic techniques, isolation and culture of microorganisms, microscopy and staining techniques.

BIO 201A: Anatomy & Physiology I – 2 semester credit hours

The course is the first in a four course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, history and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. The integumentary and skeleton systems will complete the course.

BIO 201B: Anatomy & Physiology II – 2 semester credit hours

The course is the second in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include fundamental concepts and principles of the muscular and nervous systems, special senses and the endocrine system. Includes one unit of lab.

BIO 202A: Anatomy & Physiology III – 2 semester credit hours

The course is the third in a four course sequence in which human anatomy and physiology are studied using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Topics include basic anatomical and directional terminology, muscle tissues, fundamental concepts and principles of cell biology, history and the integumentary and skeletal systems. The course starts with an introduction to the human body, defining anatomical terms and describing the physiological organization of the body from cells to systems. An overview of the biochemical basis of life and cell structure and function will be studied next. Students then learn how cells combine to form tissues which, in turn, combine to form organs and organ systems. Having laid the foundation for understanding the anatomical organization of the body, the course describes each body system in turn, explaining in general terms what the system does and how it interacts with other systems. The integumentary and skeleton systems will complete the course.

BIO 202B: Anatomy & Physiology IV – 2 semester credit hours

The course is the fourth in a four-course sequence in which human anatomy and physiology are studied using a body systems approach. This is the 4th of 4 online anatomy and physiology courses taught by Unitek College. The course builds on the previously presented content related to the anatomical structures and physiology of the human body. Course content includes the following body systems: Lymphatic, Immune, Respiratory, Urinary, and Reproductive systems. Each body system is discussed in terms of the major anatomical structures and functions including how each system participates in homeostasis of the body. The student will also be provided with content and opportunity for discussion related to selected

major pathologies, changes that occur in disease process, causes, diagnostic procedures, and possible treatments and nervous systems, special senses and the endocrine system. Includes one unit of lab.

PSY 190: Lifespan Development – 3 semester credit hours

The course explores human development across the lifespan in the context of a general introduction to psychology and the social sciences. Topics include physical, cognitive, psychological, social and moral development of infants, children, adolescents and adults. Topics are addressed include developmental theories, motivation, personality development, culture and general psychological theories and principles.

MTH 205: Applied Managerial Statistics – 3 semester credit hours

The course stresses the practical use of statistics in the collecting, organizing, analyzing, interpreting and presenting of data. Both descriptive and inferential techniques are covered.

NURSING (BSN) PROGRAM

(Offered at Fremont, Bakersfield and Concord)

Program Overview

This is a pre-licensure Registered Nursing program which prepares students to pass the NCLEX-RN license exam and gain entry-level employment as Bachelors-prepared Registered Nurses. Graduates of board-approved Vocational Nursing or Practical Nursing programs who have completed all required lower-division General Education courses may apply for Advanced Placement enrollment and are encouraged to discuss this option with an Admissions Representative. This is a hybrid program in which some courses are delivered online and others are on ground (see the course listing for details).

Licensure Disclosure

Graduates of the Nursing (BSN) program will be eligible to sit for the NCLEX-RN licensure exam, and those who pass will be eligible for licensure in the state in which the campus offering the program is physically located (i.e., the home state). Graduates who become licensed in the home state can apply for licensure in other states. However, we have not determined that the BSN curriculum meets the requirements for initial licensure in states other than the home state; therefore, graduates may first have to become licensed in the home state and then subsequently apply for licensure in a state in which they are located or have relocated to.

Classroom and Lab Environment

The campus contains lecture rooms, skills labs and simulation labs. Each has patient care stations, simulating actual hospital healthcare facility settings. The main skills lab also offers a study area for students with tables and chairs; cabinets with library books and films. Each lab has storage cabinets for supplies and all necessary equipment such as: IV poles, enteral feeding pumps; blood pressure cuffs, scales; adult and pediatric mannequins; equipment to practice common nursing care and procedures including medication administration.

Educational Objectives & Corresponding Occupation

Learning Objectives are based on the Standards of Competent Performance as described in Article 4, Section 1443.5 of the California Nursing Practice Act, 2014 Edition. Graduates may also apply for an interim permit to practice as a Graduate Registered Nurse (GN/GRN). More information for the interim permit can be found on the board of registered nursing website <http://rn.ca.gov/>.

Graduates will receive the credential of Bachelor of Science in Nursing, will be prepared to work as entry level Bachelors-prepared Registered Nurses (SOC code 29-1141.00) and:

- Utilize a body of knowledge from nursing, medical, biological, physical and behavioral sciences in planning to meet the health needs of individuals
- Utilize the nursing process to assess, plan, implement and evaluate the individualized care for a client or a group of clients experiencing common well-defined acute or chronic health problems including but not limited to the following:

- Assess clients and identify actual and potential health problems.
 - Formulate a nursing diagnosis or diagnoses reflecting assessment findings.
 - Determine appropriate and realistic goals including stating measurable outcome behaviors and time lines.
 - Select, plan and implement nursing interventions based on evidence-based constructs.
 - Provide information and support to restore, rehabilitate or maintain client health.
 - Evaluate effectiveness of interventions, communication and teaching in achieving goals, and revising plan of care as indicated by assessments.
- Provide nursing care with consideration of the individual's developmental stage, and as an integral part of a cultural group, family and community.
 - Perform as a member/manager of the interdisciplinary health care team, understanding roles and responsibilities of self and other health workers within the employment setting's policies and procedures, and according to discipline-specific practice acts
 - Apply strong critical thinking and problem solving competencies in crisis resolution.
 - Synthesize analytical reasoning within a framework of creative inquiry & situational context resulting in the development & implementation of appropriate, competent actions.
 - Adhere to ethical, legal, regulatory & professional standards for nursing practice.
 - Utilize insight, intuition, & empirical knowledge in a commitment to nursing actions.
 - Apply evidence-based knowledge from nursing & related disciplines to shape practice.
 - Provide nursing care that reflects sensitivity to physical, social, cultural, spiritual, & environmental diversity of persons.
 - Apply management, delegation, & supervision strategies in planning, implementing, & evaluating nursing care.
 - Demonstrate professional nursing standards, values & accountability.

Eligibility for RN Licensure

Practicing as an RN in California requires licensure from the California State Board of Registered Nursing (BRN) which in turn requires meeting certain educational requirements, obtaining a clear criminal background check, and passing the national licensing exam (NCLEX-RN). To apply for licensure:

- Obtain detailed instructions online at the BRN website: <http://rn.ca.gov>.
- Complete the fingerprinting process included in your tuition for the program.
- Apply for an Interim Permit if you wish to work in a supervised nursing capacity while awaiting your application process. Detailed information is available on the BRN website. (Note: this fee is not included in your tuition.)
- Complete and submit the application online through BREEZE.

Unitek College will pay the application fee electronically on behalf of the student. The BRN sends the applicant a letter stating eligibility to take the exam. Students must have this letter before registering for the exam. The exam is computerized and given 6 days each week throughout the year. (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). Students who wish to submit their applications directly to the BRN are responsible for the application fee. The school will only pay an application fee for applications submitted by the school and for which the school is responsible. Unitek College will not pay an application fee for applications submitted by students.

Eligibility for Licensure of Applicants with Military Education and Experience

An applicant for licensure who presents with relevant military education and experience, and who presents documentation from a board-approved registered pre-licensure nursing program of equivalency credit evaluation that provides evidence of meeting, in whole or in part, the minimum standards for competency set forth in Section 1443.5 and minimum education requirements of licensure listed pursuant to Sections 1426(c)(1) to (3) of Division 14 / Title 16 of the California Code of Regulations, utilizing challenge examination or other evaluative methods, will be considered to meet, in whole or in part, the education requirements for licensure.

Applicants to the pre-licensure registered nursing program are encouraged to discuss the process for evaluating and awarding credits for specific course(s) or prior military education or experience, with the Program Director prior to enrollment. Documentation regarding the evaluation of and granting credit in the field of nursing for previous education, including military education and experience, for purpose of establishing equivalency or granting credit, is available from the school upon request.

Licensing and/or Certification Requirements are as follows:

- Complete a Nursing board approved nursing program, such as Unitek College's
- Complete the program with a cumulative score of at least 75% (2.5 on a 4.0 scale)
- Clear Live Scan© background check including Department of Justice and FBI clearance
- File a completed application with the necessary fee
- The Board of Registered Nursing gives final approval to sit for the NCLEX-RN

Items That May Affect Licensing Eligibility

Criminal Records: Any prospective student with a criminal background must understand that it may prevent them from obtaining a license in their chosen field. When a criminal background must be fully investigated, it may take up to one year or longer in order to obtain a decision from the licensing board. Any student with a criminal background should check with the licensing board for specific information on their standings on various criminal background situations.

Degree Requirements

The Board of Registered Nursing requires certain theory and clinical courses be taken concurrently, students must pass both paired courses in order to progress in the program. Students must successfully complete all RN courses in each Semester prior to taking any RN courses in the following Semester.

30-Unit* Option for Licensed Vocational Nurses (available based on seat availability)

As mandated by California Administrative Code, Title 16, Article 3, Section 1429, Unitek College informs Licensed Vocational Nurses applying to its BSN program of the option to take thirty (30) semester units* of qualifying nursing coursework and clinical practice to be eligible to apply for the examination for licensure as a Registered Nurse in the State of California. Please note that an RN license obtained by this method is not accepted by all states, and that several facilities within California no longer accept the 30-Unit Option for RN positions.

While this 30-Unit Option contains courses from Unitek College's approved BSN Program, it does not lead to its own diploma or degree from Unitek College. After meeting the requirements of the 30-Unit* Option, students will receive a transcript from Unitek College but not a diploma or degree.

In order to participate in this option, an applicant must:

1. Declare during the admissions process his/her intent to take the 30-Unit* Option
2. Must be licensed as a Vocational Nurse in California
3. Enroll at the institution level of Unitek College

After successful completion of courses in Pathophysiology and Microbiology with Lab (totaling 7 units) the following courses (totaling 19 units) must be completed at Unitek College in order for a student to meet California's 30-Unit* Option requirements:

LVN 30 Unit Option Required		Unitex Course		
	Nursing Content	Number	Unitex Course Title	Units
Basic Science	Physiology	BIO201B	Anatomy and Physiology II with lab	2
		BIO202A	Anatomy and Physiology III	2
		BIO202B	Anatomy and Physiology IV with lab	2
	Microbiology	MIC101	Microbiology with Lab	4
Nursing	Geriatrics	RN216	Adult Health 1	5
	Psych/Mental Health	RN222	Mental Health Nursing (Theory 3u, Clinical 2u)	5
	Management/Leadership	RN400	RN400 - Leadership & Management in Healthcare	4
	Advanced Medical-Surgical	RN404	Complex Adult Care (Theory 3u, Clinical 2u)	5
Total Units				29

*Unitex College's 30 unit option has 26 semester units as approved by the CA BRN.

Courses with an asterisk (*) are delivered 100% online.

NURSING (BSN) COURSES

General Education Courses

Please see the General Education section of this catalog for Gen Ed course descriptions. All Gen Ed courses are delivered 100% online. Courses required for the BSN program are listed below:

ENG 101: English

PSY 101: Introduction to Psychology

MIC 101: Microbiology with Lab

SOC 102: Introduction to Sociology

ENG 104: Public Speaking

CHEM 121: Introduction to Chemistry with Lab

BIO 145 Nutrition

PSY 190: Lifespan Development

MTH 200: Intermediate Algebra

BIO 201A: Anatomy & Physiology I

BIO 201B: Anatomy & Physiology II with Lab

BIO 202A: Anatomy & Physiology III

BIO 202B: Anatomy & Physiology IV with Lab

MTH 205: Applied Statistics

ETHC 225: Principles of Ethics (Humanities)

ENG 227: Professional Writing

HIST 411: Contemporary History

POLI 413: Political Science

PHIL 415: Critical Reasoning

RN 200 Health Assessment 1

The course, part one of a two-part course, introduces the student to principles and techniques of nursing assessment, focusing on patient history taking, interview and communication techniques and techniques of inspection, palpation, percussion and auscultation. The role of the nurse in obtaining comprehensive health assessments, including attributes of physical, psychosocial, developmental, cultural and spiritual functioning is discussed. Application of assessment findings to clinical decision making is addressed in the laboratory component. The laboratory component is designed to promote cognitive and psychomotor skills

necessary to assess the integumentary, head and neck, lymphatics, respiratory and cardiovascular systems. Practice of assessment techniques occurs through experiential learning. The Benner Model of Novice to Expert, together with the concepts of Jean Watson's Caring Theory, the NLN roles of practice, critical thinking, QSEN standards, and ANA Standards of practice are used as curricular threads throughout the course.

RN 204 Fundamentals- Skills

The course is the fundamental theory and skills of professional nursing. An introductory unit provides the basis for understanding concepts such as body mechanics, positioning and mobility. The laboratory component provides practice of selected fundamental nursing skills, as well as psychomotor skills necessary for care of individuals requiring assistance with mobility, hygiene and comfort. Included are basic principles of health promotion, safety, infection prevention, and vital-sign assessment. Students have the opportunity to develop the beginning skills of a professional nurse through experiential learning. The Benner Model of Novice to Expert, the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are used as curricular threads throughout the course.

RN 206 Pathophysiology

This online course focuses on biologic processes leading to alterations of body structure and functions in all major body systems. The major concepts explain cellular dysfunction and injury that can lead to illnesses. The understanding of pathophysiology facilitates the students' ability to assume a proactive role in health care.

RN 208 Fundamentals – Patient Care

The course introduces the principles of health promotion and the rehabilitative aspects of patient care. Students provide direct patient care in the acquisition of skills and concepts of professional nursing in accordance with the Nursing Practice Act. The nursing process is utilized as the student implements basic aspects of nursing practice. The concepts from Jean Watson's Caring Theory, the NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are used as curricular threads throughout the course. A variety of populations and settings are used in the experiential learning component of this course in community health clinics and convalescent facilities. The Benner Theory of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 212 Pharmacology for Nursing Practice

The course provides introduction to the basic principles of pharmacology, principles and guidelines for drug administration and classifications of agents utilized for the treatment of health alterations related to body systems and diseases. Content is inclusive of drug categories, factors affecting medication administrations, abbreviations and symbols; systems of measurements, delivery systems, calculations for drug administration; principles and guidelines for administration of medications.

RN 214: Health Assessment II

The course, part two of a two-part course, examines the principles and techniques of nursing assessment, focusing on utilization of assessment findings in clinical decision making. Students learn to identify teaching

and learning needs from a comprehensive physical assessment and health history. Professional responsibilities in conducting a comprehensive physical assessment and documenting assessment findings are addressed. The laboratory component is designed to continue promotion of the cognitive and psychomotor skills necessary to assess all major body systems; the integumentary, head and neck, lymphatics, respiratory and cardiovascular, the peripheral vascular, abdominal/gastrointestinal, musculoskeletal, neurological and male and female genitourinary systems (including breast). Practice of comprehensive assessment techniques occurs through experiential learning. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 216: Adult Health I

The focus of this course is on the needs of adult patients and their families with emphasis on older adults in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of populations and settings are used in a variety of community health agencies, such as skilled nursing facilities and hospitals. This course focuses on alterations in life processes, including the effect on the patient's family. The nursing process is used to make clinical decisions and foster health restoration and maintenance. A major emphasis is placed on health care management, discharge planning, and community resources for the patient and family. A variety of community health agencies and hospitals are used for the clinical component of the course. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 218: Adult Health II

The course focuses on the adult patients with unstable emergent critical illnesses. Students synthesize and combine nursing care principles, health assessment modalities, technological data, and scientific knowledge with clinical judgment to potentiate optimal health for a culturally diverse and age-specific patient population. Students integrate comprehensive assessment techniques, advanced nursing skills, and multiple nursing modalities to maximize optimal health care for patients and families. The Benner Theory of Novice to Expert, together with the concepts of Jean Watson's Caring Theory: A Holistic Approach, and the NLN roles of practice are utilized. Threads of critical thinking, QSEN principles and ANA Standards of Care are woven throughout the course and its curriculum. A variety of adult populations, clinical health care agencies and hospitals are used in the course's clinical component.

RN 220: Information and Technology in Patient Care

The focus of this online course is the understanding of health information systems to ethically manage data, information, knowledge and technology to communicate effectively; provide safe and effective patient care; and utilize appropriate databases to search for evidence based on research to enhance the quality of patient care and inform practice decisions. Development of competencies in using patient care technologies and information management systems is emphasized.

RN 222: Mental Health Nursing

The course provides theoretical knowledge and skills necessary for the care of psychiatric patients in acute

and long term care facilities. Emphasis will be on the holistic care of children, adolescent and adults living with mental health problems, cognitive disorders. The impact of mental illness on patients' lives, relationships, employment and otherwise coping with daily living is at the heart of this course. Subject matter covers: assessment of the psychiatric/mental health patient, the pharmacology and nursing considerations regarding psychiatric medications. The impact of physiological conditions combined with psychiatric illness will be studied. Students will get hands-on practice in a variety of clinical settings, closely supervised by clinical instructors. The Benner Theory of Novice to Expert, together with the concepts of Jean Watson's Caring Theory: A Holistic Approach, and the NLN roles of practice are utilized. The threads of critical thinking, QSEN principles and ANA Standards of Care are woven throughout this course and its curriculum.

RN 224: Maternal/Newborn Nursing

The course provides theoretical instruction and clinical application on care of the woman during the stages of pregnancy and care of the newborn. Subject matter includes: Prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, intervention for care of the newborn, post-partum care, possible complications, high risk pregnancy, high risk labor and delivery, high risk newborn, inclusive of concepts applicable to basic needs and support of the family during the period of change. The Benner Theory of Novice to Expert together with the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in presentation of the content in addition to focusing on the physiological and psychological changes that occur during pregnancy. The threads of critical thinking, QSEN principles and standards of care are woven throughout this course and the curriculum. A variety of community health agencies and hospitals are used for the clinical component of the course.

RN 330: Pediatric Nursing

Family-centered care of children is the focus of the course, exploring issues of normal child care as well as health alterations of children from infancy through adolescence. Students participate as members of the multidisciplinary health team to provide health promotion, illness prevention, health restoration and maintenance and rehabilitative care to children and families. The Benner Model of Novice to Expert, the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in presentation of the content in addition to focusing on the physiological and psychological changes that occur during childhood. The threads of critical thinking, QSEN principles and standards of care are woven throughout this course and the curriculum. A variety of populations and settings are used in the clinical component of this course

RN 332: Nutrition, Health & Wellness

The course provides an overview of the basic nutrients required by the body for optimal health and wellness. The role that nutrition plays in various phases of the human life cycle and the psychological and sociological implications of food are discussed. Scientific inquiry along with the research data is used to question nutritional information presented in the various media and dispel any common nutrition myths. In addition, the application of nutritional concepts to care for all ages and cultural populations are studied. Health conditions that are amenable to modification and possible cure by diet therapy and other nursing and medical interventions are explored along with the health education role of nurses in today's society.

RN 400: Leadership and Management in Healthcare

The course provides instruction on the changing roles, technology and competency skills needed for successful transition from student nurse to a licensed registered nurse. The content of this course prepares students for the changing role of the professional nurse in complex and diverse health care settings. The theories and methods of leadership and management are explored and applied in the clinical experience. There is an emphasis on critical thinking, team building, communication, priority setting, collaborative decision-making and advocacy. Students will use nursing leadership and management theory as well as the basic and fundamental knowledge from previous courses. The clinical component is a presentation of a major project in the community with a health care agency. The Benner Theory of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 402: Evidence-Based Practice

This online course explores the research process and its contributions to the professional nursing practice. The skills related to asking research questions and searching for best evidence are reviewed. The research skills related to reading peer-reviewed published research findings with understanding are developed. Research studies and analysis of best practice studies are reviewed to determine validity and relevance to nursing practice. Policies and protocols are discussed in relation to outcomes-based research studies.

RN 404: Complex Adult Health

The course focuses on adult patients with unstable emergent critical illnesses. Students integrate nursing, technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. Content includes pathological processes, causes, complications that may occur. The Benner Theory of Novice to Expert, the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in the assessment, identification and prioritization of patient problems and implementation of nursing care within a legal/ethical framework. The curricular threads of critical thinking, QSEN principles and standards of care are woven throughout this course. The nursing process and the NLN guidelines for effective practice are integrated and utilized in identifying and prioritizing client problems/needs in the clinical setting. The acute care units, Intensive care units, post-surgical units, telemetry units, emergency room units and surgical units in hospitals are used for the clinical component of this course. Students care for multiple patients on the medical-surgical units in the clinical component.

RN 406: Community Health Nursing

The course focuses on the theory and concepts of community/public/global health utilizing levels of prevention. The Healthy People 2020 goals are discussed in relation to the political, sociocultural, demographic and epidemiologic aspects of a community. The role of the Community Health Nurse (CHN) is discussed as it relates to identifying predictive factors that influence health and prevention of epidemics. This course will investigate the needs of aggregates in the community setting including planning for disasters, addressing environmental health problems, and managing information and communication technology. Communication, collaboration and teamwork strategies are explored along with application of evidence-based practice. Student clinical experiences are scheduled with nurse preceptors in community

settings to assist them in applying community-health principles and implementing relevant concepts in non-acute care settings. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 408: Capstone Course

The culminating course requires senior nursing students to demonstrate mastery of knowledge learned in general education as well as nursing courses. The course synthesizes the major concepts and principles in nursing practice learned in the baccalaureate program to facilitate the student's transition into professional nursing as knowledgeable, competent, and professional. The culminating clinical practicum focuses on demonstrating the student's nursing abilities in the delivery and management of patient care within the context of legal, ethical, and evidence-based practice. A comprehensive nursing program review is embedded in this course to support mastery of essential nursing content for entry level practice as a registered nurse. A variety of populations and settings are used for the clinical component of the course. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course. The writing-intensive course introduces practical and theoretical contexts of logical argument as well as critical reading and reasoning. Students apply information analysis and problem-solving skills to define, convey and defend positions that influence decision-making. Students prepare a range of documents that reflect and/or incorporate principles of sound logic and reasoning.

RN-TO-BSN DISTANCE EDUCATION PROGRAM

(This Fremont campus program has paused enrollment as of Dec 2020; 100% online except for the independent project/practicum)

Program Overview

The online RN-to-BSN DE program is a Degree-Completion program that transitions Associate Degree Registered Nurses (SOC code 29-1141.00) to the Bachelors level. The Bachelors of Science Degree in Nursing is typically required of Registered Nurses to progress to Leadership roles. Upon completion of the program, students will be awarded 121 semester credits, which include 60 credits granted for prior lower-division coursework (an Associate Degree in Nursing) & up to 30 credits for qualifying prior upper-division coursework.

Educational Objectives / Program Outcomes

The Program goals and objectives for the RN to BSN program are associated with the goal geared toward the graduates as active members of the professional and capable of assuming leadership roles as well as being ready to:

1. Apply strong critical thinking/ problem solving competencies in crisis
2. Synthesize analytical reasoning within a framework of creative inquiry & situational context resulting in the development & implementation of appropriate, competent
3. Explore & define a role as a positive change agent in the work force & community.
4. Adhere to ethical, legal, regulatory & professional standards for nursing
5. Utilize insight, intuition, & empirical knowledge in a commitment to nursing
6. Apply evidence-based knowledge from nursing & related disciplines to shape
7. Provide nursing care that reflects sensitivity to physical, social, cultural, spiritual, & environmental diversity of
8. Apply management, delegation, & supervision strategies in planning, implementing, & evaluating nursing
9. Explore political, economic, organizational, educational, & advocacy resources & strategies to improve health care delivery to individuals, groups, families, communities, national & global
10. Accept accountability for lifelong learning, professional growth, & commitment to the advancement of the
11. Demonstrate professional nursing standards, values & accountability.

Corresponding Occupation

This program leads to employment as a Bachelors-prepared Registered Nurse.

Pre-Requisites

Prior to admission to the 300-level courses of the RN to BSN Program, students must demonstrate completion of 60 semester units (the General Education & Nursing pre-requisites outlined below) & proof of a current unrestricted RN license. An official transcript MUST be provided for all pre-requisites prior to admission & will only be accepted from an accredited institution approved by the US Department of Education or, in the case of foreign transcripts, when such transcripts have been evaluated by a recognized 3rd Party & deemed equivalent to coursework from an accredited institution approved by the US

Department of Education. Please Note – students must demonstrate that they have successfully completed all required pre-requisites with a minimum cumulative GPA of 2.5 on a 4.0 scale & no less than a “C” (2.0) in any course (as calculated by the granting institution).

REQUIRED GENERAL EDUCATION PRE-REQUISITE COURSES	UNITS
Microbiology with Lab	4
Human Anatomy with Lab	4
Human Physiology with Lab	4
English, Reading & Composition (College level)	3
Math: Intermediate or College level Algebra or higher	3
General Psychology	3
General Sociology or Cultural Anthropology	3
Public Speaking or Speech	3
TOTAL GENERAL EDUCATION UNITS	27

REQUIRED PRE-REQUISITE NURSING COURSES	THEORY	CLINICAL
Medical- Surgical Nursing; Theory & Clinical: <i>may include leadership & geriatrics</i>	10	14.5
Obstetrics-Maternity Nursing; Theory & Clinical	1.5	1
Mental Health/Psychiatric Nursing; Theory & Clinical	2	1.5
Pediatric Nursing; Theory & Clinical	1.5	1
TOTAL NURSING UNITS	15	18

The following upper division courses are taken at Unitek College (61 Semester Units).

Note: Courses may not be offered in this exact sequence. A full-time pace is shown below.

FIRST SEMESTER		UNITS
RNSG 301	Transition to Professional Nursing	3
ENG 337	Professional Writing	3
RNSG 309	Cultural Diversity In Health Care	3

RNSG 313	Issues & Trends in Contemporary Practice	3
TOTALS		12
SECOND SEMESTER		
RNSG 321	Pathophysiology	4
RNSG 325	Advanced Health Assessment	4
RNSG 327	Nursing Research	4
TOTALS		12
THIRD SEMESTER		
RNSG 331	Ethics in Today's Health Care	3
RNSG 333	Clinical Decision Making – Diagnosis & Management	3
SOC 335	Complementary & Alternative Medicine in Healthcare	3
ECON 324	Economics in Healthcare	3
TOTALS		12
FOURTH SEMESTER		
BUS 307	Informatics in Healthcare	4
RNSG 407	Pharmacotherapeutics	4
RNSG 409	Community & Public Health Nursing	4
TOTALS		12
FIFTH SEMESTER		
RNSG 403	Family Nursing Theory & Practice	3
BUS 428	Managed Care & Healthcare	4
RNSG 434A	Leadership & Management	3
RNSG 434B	Leadership & Management Practicum	3
TOTALS		13
TOTAL PEOGRAM UNITS TAUGHT BY UNITEK COLLEGE		61

RN-TO-BSN COURSES

RNSG 301 – Transition to Professional Nursing

This course focuses on concepts & characteristics of the professional nursing role of the BSN graduate; providing practical applications for topics directly related to nursing practice. Research and critical thinking are emphasized.

BUS 307 – Informatics in Healthcare

In today's complex health system, it is important for healthcare providers to have an understanding of the information management process: compiling, disseminating & maintaining crucial data. This course addresses both the principles & guidelines of health information management & focuses on the integrated approach of informatics. Students will evaluate informatics as it applies to patient safety, decision-making & the evaluation of measurements & patient outcomes.

RNSG 309 – Cultural Diversity in Health Care

This course explores beliefs, practices & traditions pertaining to cultural diversity, healing traditions & effects on the health care of individuals with different ethnic backgrounds. The course presents content that promotes increased awareness of the dimensions & complexities involved in caring for people from diverse cultural backgrounds. Focus: influences of recent social, political & demographic changes in delivery of health care; exploration of issues & perceptions of health & illness today.

RNSG 313 – Issues & Trends in Contemporary Practice

Course presents content intended to explore nursing's past, current & future impact in the health care environment & in particular nursing practice. Local, national & international issues are examined. Additional focus: examination of the impact of current issues & trends on initiating changes in nursing practice, education & science.

RNSG 321 – Pathophysiology

The course content is focused on the etiologic, symptomatology & pathologic characteristics of human diseases; health promotion, disease prevention, & the progression of disease & treatment are explored. Genetic, ethnic & cultural variables & their effects on human diseases are analyzed. Content is intended to promote critical thinking in nursing practice.

ECON 324 – Economics in Healthcare

It is important for healthcare providers to have a basic understanding of how economics impacts management decision-making. The course provides an introduction to the application of economic concepts & principles; decisions related the amount, organization & distribution of health care services. Focus: content that will provide information for health care managers that will assist them in functioning as positive role models in the reform of healthcare; economics perspectives of management decision making; theoretical foundation for the study of finance, accounting, marketing & planning.

RNSG 325 – Health Assessment / Advanced

This course provides the BSN student with the opportunity to build on their assessment skill & decision-making competencies related to individual patient care in the area of medical surgical nursing. Course is

taught through the utilization of web learning activities, case studies & written assignments. Focus is placed on advanced assessment; comparing & contrasting of normal & abnormal findings; development of nursing plans of action to address specific scenarios which present nursing history, chief complaint & physical assessment & findings.

RNSG 327 – Nursing Research

This course provides an introduction to the principles & procedures involved in nursing research. The scientific method & its application to nursing inquiry are emphasized. A student successfully completing this course will possess: (1) a broad understanding of the process & outcomes of research methodology; (2) an appreciation of the strengths & limitations of research; (3) an understanding of the ethical considerations inherent in research; (4) a solid understanding of typical experimental designs & their application, (5) statistical techniques utilized in nursing research, & (6) the ability to evaluate the credibility of typical research oriented publications.

RNSG 331 – Ethics in Today’s Health Care

The course focuses on ethical issues in today’s health care environment, examination of individual values, professional values & effects of culture on an individual’s value system. The course provides content on value development, ethical theories & real life examples intended to motivate & stimulate thought process & discussion. Web related activities are designed to promote the development of methods to resolve ethical & legal issues encountered by nurses in the health care environment of today.

RNSG 333 – Clinical Decision Making: Diagnosis & Management

Course content is designed to meet knowledge requirements to function in critical care settings. Emphasis is placed on learning activities that address clinical judgment in eight major categories: Cardiovascular, pulmonary, endocrine, hematology/immunology, neurology, gastrointestinal, renal, & multisystem, & explore concepts of professional caring & ethical practice in nursing.

SOC 335 – Complementary & Alternative Medicine in Healthcare

This course acquaints students with alternative practices, which may become standards of care in the near future. It also helps students learn to evaluate the strengths & weaknesses of the claims made by the proponents of these practices so they can more readily separate real knowledge from emotional advertising. This course provides a balanced overview of a selection of complementary & alternative medicine interventions & presents practice in & techniques for objectively assessing the validity of claims presented in formats different than usually acceptable to current “Western” science.

ENG 337 – Professional Writing

Course focus: principles & practices for the creation of effective business letters, memos, reports & professional contexts. The course teaches students the rhetorical principles that assist them in developing their own ethical business writing style that can be applied to a variety of professional situations & audiences. Course provides opportunity for the student to experience & utilize an innovative total web approach to learning.

RNSG 403 – Family Nursing Theory & Practice

Course builds on previous knowledge related to concepts & theories applicable to families, & family

nursing. Focus is on relationship between individuals, family; effects of family health on individual member of the family; cultural concepts & characteristics of a family; assessment of family power; construction, interpretation & inference of genogram; nursing knowledge, competencies & attitudes needed in caring for culturally diverse families.

RNSG 407 – Pharmacotherapeutics

This course provides the Bachelors of Science in nursing student the opportunity to build on prior knowledge of pharmacology. Emphasis is place on examining various classifications of drugs & the effect the human body. Focus is placed on physiological reactions to medications; appropriate nursing roles & responsibilities in medication administration, monitoring effects, & evaluation of therapeutic effects. Web related activities, computer based written assignments are integrated.

RNSG 409 – Community & Public Health Nursing

Presents core concepts of community and public health nursing across the life span, utilizing detailed case studies and web-based learning activities. Focus: Community health nursing and public health principles: prevention, health promotion, protective services benefiting various population groups; impact of global health status on national health agenda & community empowerment.

BUS 428 –Managed Care & Healthcare

This course focuses on the impact of managed care on health care delivery. Its goal is to help students better understand what managed care is, how managed care works, and to guide the student in acquiring knowledge of reimbursement, quality, legal & ethical issues involved with managed care programs. A diversity of managed care models are presented, including HMO's, PPO's, IPA's and others.

RNSG 434A – Leadership & Management

This course examines the nurse as a leader in a variety of contexts and settings. This didactic portion is 3 units; the practicum portion is 3 units in 8 weeks. Students will have the full semester to complete their independent project. The course provides the nurse with skills needed to ensure that employing organizations are guided accurately and effectively through periods of transformation. The course also provides strategies for handling challenges that arise in health care organizations in order to better assist nurse leaders in creating a healing environment for both consumers and healthcare providers. This course prepares students for the practicum portion of the course RNSG434B, in the RNSG434B course, all students are required to complete an independent student 'practicum' during the capstone course RNSG 434 Leadership and Management. Students are required to submit ACA 18.1 – Preceptor Information Form and the Preceptor's Curriculum Vitae/Resume to the RNSG434B Faculty on Record one week prior to the end of the RNSG434A course. Students who do not submit the required documents within the timeline will not be permitted to continue into the RNSG434B course.

RNSG 434B – Leadership & Management Practicum

As nursing is a practice based profession all students are required to complete an independent student 'practicum' during the capstone course RNSG 434 Leadership and Management. The didactic course is 3 units; this practicum portion of the course will be 3 units in 8 weeks. The student will have the full semester to complete their independent project. The American Association of Colleges of Nursing (AACN) White Paper: Expectations for Practice Experience in the RN to Baccalaureate Curriculum (2012) will be included the course syllabus. This document can be found at

www.aacnnursing.org/Portals/42/News/White-Papers/RN-BSN-Expectations-White-Paper.pdf

All students are required to read the 'white paper'; it will provide several suggestions for the students' independent practicum project.

TUITION & FEES

Modular Diploma Programs (Fremont, Concord, San Jose, Sacramento campuses)

Charge	Dental Assisting	Information Technology
Tuition	\$ 14,182	\$14,900
Registration Fee	\$40	\$40
Books and Supplies	\$348	\$1,190
Lab Fee	\$990	\$50
Program Fees	\$195	\$160
Technology Fees	\$225	\$200
STRF	\$8	\$8
Total Program Costs	\$15,988	\$16,568

Modular Diploma Programs (Fremont, Concord, Hayward, San Jose, South San Francisco campuses)

Charge	Medical Assisting	Medical Office Administration
Tuition	\$12,825	\$12,050
Registration Fee	\$40	\$40
Books and Supplies	\$955	\$1,140
Lab Fee	\$40	\$40
Program Fees	\$195	\$140
Technology Fees	\$285	\$285
STRF	\$7	\$7
Total Program Costs	\$14,347	\$13,702

Modular Diploma Programs (Sacramento, Bakersfield campuses)

Charge	Medical Assisting	Medical Office Administration
Tuition	\$11,825	\$11,050
Registration Fee	\$40	\$40
Books and Supplies	\$955	\$1,140

Lab Fee	\$40	\$40
Program Fees	\$195	\$140
Technology Fees	\$285	\$285
STRF	\$7	\$7
Total Program Costs	\$13,347	\$12,702

Pre-Licensure Nursing (Fremont, South San Francisco, Concord, San Jose, Hayward campuses)

Charge	VN PRQ	VN	BSN – AP	BSN – Full
Tuition	\$1,318	\$32,199	\$93,150	\$127,250
Registration Fee	\$150	\$0	\$150	\$150
Books and Supplies	\$117	\$1,010	\$4,926	\$5,600
Lab Fee	\$0	\$215	\$485	\$485
Program Fees	\$5	\$760	\$1,117	\$1,117
Technology Fees	\$65	\$2,150	\$3,200	\$3,300
STRF	\$1	\$18	\$44	\$69
**Unitek College VN Alumni Scholarship			\$(10,000)	
Unitek College ASVN Alumni Scholarship			\$(5,000)	
Total Program Costs	\$1656	\$32,352	\$88,072	\$137,971
		<u>Total BSN – AP Without Scholarships</u>	\$103,072	

Unitek College Alumni Scholarship available for Unitek graduates from the VN and/or ASVN program. Scholarships will be applied in the final 2 semesters of the BSN Advanced Placement program.

Pre-Licensure Nursing (Bakersfield campus)

Charge	VN PRQ	VN	PRQ RETAKE	BSN – AP	BSN – Full
Tuition	\$668	\$31,329	\$285	\$82,886	\$123,248
Registration Fee	\$150	\$0	\$150	\$150	\$150

Books and Supplies	\$117	\$1,010	\$0	\$4,926	\$5,600
Lab Fee	\$0	\$215	\$0	\$485	\$485
Program Fees	\$5	\$760	\$0	\$1,117	\$1,117
Technology Fees	\$65	\$2,070	\$65	\$3,200	\$3,300
STRF	\$1	\$17	\$0	\$47	\$67
** Unitek College VN Alumni Scholarship				\$(10,000)	
Unitek College ASVN Alumni Scholarship				\$(5,000)	
Total Program Costs	\$1,006	\$35,401	\$500	\$77,811	\$133,967
			<u>Total BSN- AP Without Scholarships</u>	\$92,811	

Pre-Licensure Nursing (Sacramento campus)

Charge	VN PRQ	VN
Tuition	\$1,318	\$31,329
Registration Fee	\$150	\$0
Books and Supplies	\$117	\$1,010
Lab Fee	\$0	\$215
Program Fees	\$5	\$760
Technology Fees	\$65	\$2,070
STRF	\$1	\$17
Total Program Costs	\$1,656	\$35,401

RN course enrollments (Fremont campus)*

Charge	INT - MED SURG	INT - OB	INT - PEDS	INT - PSYCH
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Tuition	\$ 11,450	\$9,565	\$4,980	\$6,980
Books and Supplies	\$220	\$125	\$0	\$0
Application Fee	\$0	\$0	\$0	\$0
Registration Fee	\$150	\$150	\$150	\$150
Lab Fee	\$265	\$265	\$265	\$265
Program Fees	\$0	\$0	\$0	\$0
Technology Fees	\$60	\$45	\$0	\$0
STRF	\$6	\$5	\$2	\$3
Total Program Costs	\$12,151	\$10,155	\$5,397	\$7,398

*These fees are charged either once per enrollment or annually depending on the courses required. Students will not be charged duplicate fees for charges related to another course. Mask fitting charges will not be re-charged if RN Transition was completed. These fees may be waived depending on a student's academic requirements.

ASVN semester-based breakdown & General Education Courses (if taken individually)

One - Time Fees	ASVN			
Registration Fee	\$150			
Lab Fee	\$300			
Technology Fees	\$50			
STRF	\$9			
Total Fees	\$509			
		ASVN Semester Based Billing Breakdown - \$475/Credit		
ASVN (33 Semester Credits) Tuition	Full - Time	3/ 4 Time	1/ 2 Time	Less than 1/ 2
Semester 1	\$ 6,175	\$4,750	\$3,325	\$2,375
Semester 2	\$6,175	\$4,750	\$3,325	\$2,375
Semester 3	\$3,325	\$6,175	\$3,325	\$2,375

Semester 4	\$0	\$0	\$2,850	\$2,375
Semester 5	\$0	\$0	\$2,850	\$3,325
Semester 6	\$0	\$0	\$0	\$2,850
Total Tuition	\$15,675	\$15,675	\$15,675	\$15,675
Books and Supplies	\$2,112	\$2,112	\$2,112	\$2,112
One Time Lab Fee	\$509	\$509	\$509	\$509
Total Cost	\$18,296	\$18,296	\$18,296	\$18,296
General Education Courses – \$500/Credit				
General Education Course Enrollments	Tuition	Books	Program	STRF
2 Unit Course	\$ 1,000	\$200	\$80	\$0.50
3 Unit Course	\$1,500	\$200	\$80	\$1.00
4 Unit Course	\$2,000	\$200	\$80	\$1.00
One Time Fees (Registration, Technology, Lab & STRF)	\$500	*Lab Fee if applicable		

VN Pre-Requisite Retake (all Campuses except Bakersfield)

Charge	PRQ RETAKE	PROF DEVEL RETAKE
Tuition	\$663	\$551
Registration Fee	\$150	\$0
Books and Supplies	\$0	\$0
Technology Fee	\$0	\$ 760
Program Fee	\$0	\$125
STRF	\$0	\$1
Total Program Costs	\$813	\$1,437

RN-to-BSN Program semester-based breakdown

BSN (61 Semester Credits) Tuition	Full-Time	Half-Time	Less than Half-Time
Semester 1	\$3,800	\$2,500	\$1,800
Semester 2	\$3,800	\$2,500	\$1,800
Semester 3	\$3,800	\$2,500	\$1,800
Semester 4	\$3,800	\$2,500	\$1,800
Semester 5	\$3,800	\$2,500	\$1,800
Semester 6	\$0	\$2,500	\$1,800
Semester 7	\$0	\$2,500	\$1,800
Semester 8	\$0	\$2,500	\$1,800
Semester 9	\$0	\$2,500	\$1,800
Semester 10	\$0	\$2,500	\$1,800
Semester 11	\$0	\$0	\$1,800
Semester 12	\$0	\$0	\$1,800
Semester 13	\$0	\$0	\$1,800
Semester 14	\$0	\$0	\$1,800
Semester 15	\$0	\$0	\$1,800
Total	\$19,000	\$25,000	\$27,000
25% Alumni Discount	\$(4,750)	\$(6,250)	\$(6,750)
Cost after Alumni Discount	\$14,250	\$18,750	\$20,250
Enrollment Status	Tuition Per Semester	Alumni Discount	After Discount
Full-time (12 to 18 credits)	\$3,800	(\$950)	\$2,850
Three Quarter - time (9 to 11.5 credits)	\$3,200	(\$800)	\$2,400
Half - time (6 to 8.5)	\$2,500	(\$625)	\$1,875

Less than Half - time (0.5 to 5.5)	\$1,800	(\$450)	\$1,350
Total Credits for Program	61		

Cost for Current Period of Enrollment

Applies to the Concord, Fremont, San Jose and Sacramento Campuses

	Dental Assisting	Information Technology	
Period 1	\$8,897.00	\$ 9,118.00	
Period 2	\$7,091.00	\$7,450.00	
Total	\$15,988.00	\$16,568.00	

Applies to the Concord, Fremont, Hayward, San Jose and South San Francisco Campuses

	Medical Assisting	Medical Office Administration	
Period 1	\$7,934.50	\$7,677.00	
Period 2	\$6,412.50	\$6,025.00	
Total	\$14,347.00	\$13,702.00	

Applies to the Bakersfield and Sacramento Campuses

	Medical Assisting	Medical Office Administration	
Period 1	\$6,964.50	\$7,177.00	
Period 2	\$5,912.50	\$5,525.00	
Total	\$12,877.00	\$12,702.00	

Vocational Nursing Programs

	Fremont, Concord, San Jose, Hayward and S. San Francisco	Sacramento and Bakersfield	
Term 1	\$13,452.67	\$13,135.00	
Term 2	\$11,449.67	\$ 11,133.00	
Term 3	\$11,449.66	\$11,133.00	

Total	\$36,352.00	\$ 35,401.00	

Bachelors of Science in Nursing Programs

Charges are based on scheduled credits per Semester

	Fremont – Full	Fremont – AP	Bakersfield – Full	Bakersfield – AP
Semester 1	\$16,822.00	\$13,536.00	\$16,100.00	\$12,272.00
Semester 2	\$13,159.00	\$10,795.00	\$12,529.00	\$9,781.00
Semester 3	\$12,013.00	\$19,307.00	\$11,428.00	\$17,406.00
Semester 4	\$17,864.00	\$16,874.00	\$17,488.00	\$15,227.00
Semester 5	\$19,075.00	\$15,808.00	\$18,672.00	\$14,161.00
Semester 6	\$16,653.00	\$14,592.00	\$16,304.00	\$13,071.00
Semester 7	\$15,743.00	\$12,160.00	\$15,394.00	\$10,894.00
Semester 8	\$14,532.00	\$0	\$14,210.00	\$0
Semester 9	\$12,110.00	\$0	\$11,842.00	\$0
Total	\$137,971.00	\$103,072.00	\$133,967.00	\$92,812.00

Charges are based on scheduled credits per Semester

	Associate of Science in Nursing			
Semester 1	\$6,438.00			
Semester 2	\$5,929.00			
Semester 3	\$5,929.00			
Semester 4	\$0			
Semester 5	\$0			
Total	\$18,296.00			

ADMISSIONS POLICIES

The Admissions Department strives to provide excellent service to prospective students with information about the school & assist students with preparing for their future. An Admissions Representative will talk to students prior to enrolling into a program, reviewing their educational & career goals. The Admissions Representative will assist students in finding the best training program to match their goals, will make any necessary arrangements for entrance exams, & will assist with enrollment agreements once a student decides to attend the college.

General Admissions Policies

All prospective students shall be chosen for admission without regard to race, color, religion, gender, sexual orientation, or national origin. All admitted students must be able to read, write and understand English (all courses at the college are taught in English & no translation services are provided). All admitted students must be able to meet the physical demands of their chosen education program as well as those of the job(s) for which that program prepares them.

All applicants must complete a personal interview with an Admissions Representative. Parents & spouses are encouraged to attend. This gives applicants & their families an opportunity to see the school's equipment & facilities, meet the staff & faculty, & to ask questions relating to the campus, curriculum, & career objectives.

Once an applicant has completed & submitted the application packet & required documentation, the school reviews the information & informs the applicant if eligible for admission. If an applicant is not accepted, all fees paid to the school are refunded. The school follows an open enrollment system. The following criteria must be met before the student's start date:

- An applicant must be 17 years of age or Applicants who are 17 at the time of enrollment must have a parent or legal guardian sign the enrollment agreement.
- Proof of completion of 12th grade level education (see Proof of High School Graduation below)
- Valid ID (Military IDs are prohibited)
- Must be a U.S. citizen, national or eligible permanent resident of the United States and have a valid social security number or Federal Tax ID number (pre-licensure Nursing programs & Nursing pre-requisite courses).
- Achieve the program's passing score on any required entrance exam(s).

An applicant may be denied admission to the school if the school determines that:

- some aspect of the applicant's background will disqualify them from licensure and/or employment in the field related to their chosen program, or
- the applicant has violated, or contributed to the violation of, any of the school's policies

Entrance Exam Retakes & Timelines

Unless otherwise stated in the Program-Specific Admissions Policies section:

- An applicant failing the first attempt may retake the exam on the same day (within 24 hours).

- An applicant failing the second attempt may retake the exam beginning seven (7) calendar days from the second
- An applicant failing the third attempt may retake the exam beginning twenty-one (21) calendar days from the third
- After four (4) unsuccessful attempts, an applicant may re-apply to the college after one full year from the fourth
- An entrance exam attempted after one full year from the previous attempt will be treated as a new “first attempt” such that the retake policy will apply from step 1 again.

Proof of High School Graduation

All students must show proof of completion of 12th grade level education in order to complete the enrollment process and be approved to start the program. Acceptable forms of proof include:

- US High School Diploma or transcript from a state approved or US Department of Education approved school
- E.D. certificate
- homeschooling completion certificate
- Associate’s, Bachelor’s or Master’s Degree obtained from a school with accreditation recognized by the US Department of Education
- A foreign Transcript at the High School, Associates Degree, Bachelor’s Degree, or Master’s Degree levels evaluated by a recognized agency to be the equivalent of a US High School Diploma or Applicants wishing to submit documentation evaluated by an approved agency take full responsibility to acquire & provide such documentation. Applicants not providing satisfactory documentation at the time of application may forfeit the privilege of starting their desired program, even if they have met all other admissions criteria. The College will not pay any fees that may be incurred by an applicant in order to submit such proof.

All foreign documents submitted for proof of education or transcripts for credit granting must be evaluated by an acceptable service in order for the applicant submitting such foreign documents to complete the enrollment process. The College will accept only evaluations completed by Academic & Credential Records, Evaluation & Verification Services, AACRAO’s International Education Standards Council or by members of either the Association of International Credential Evaluators or the National Association of Credential Evaluation Services. Any evaluation completed by another agency will not be accepted for completing the admissions process.

Association of International Credential Evaluators (AICE)	www.aice-eval.org/members/ See website for list of approved evaluators
National Association of Credential Evaluation Services (NACES)	www.naces.org See website for list of approved evaluators
Academic & Credential Records, Evaluation & Verification Services (ACREVS)	www.acrevs.com
AACRAO’s International Education Standards Council (AACRAO IES)	http://www.aacrao.org/aacrao-solutions/aacrao-international/home

For applicants to Nursing degree programs:

Applicants wishing to submit their foreign Associate's, Bachelor's, or Master's Degree Transcripts, or transcripts for prerequisite courses, must have them evaluated by the Commission on Graduate of Foreign Nursing Schools (CGFNS). All foreign transcripts evaluated by any other evaluation service will not be accepted as part of the enrollment process. Admissions documentation for students from foreign countries is to be translated and certified to be at least equivalent to the credential required by the school's admissions criteria. CGFNS contact:

Commission on Graduate of Foreign Nursing Schools

3600 Market Street, Suite 400, Philadelphia, PA 19104-2651; (215) 222-8454; www.cgfns.org

Student's Responsibility for Satisfying Academic Requirements

Although Program Directors and Faculty assist students in planning their programs, each student must assume *complete responsibility* for compliance with the instructions and regulations set forth in this catalog and the syllabi of the student's courses. In addition, the student is responsible for selecting the courses that will enable him/her to achieve his/her educational objectives, whether it be graduation from college, satisfaction of requirements for transfer to another college or university, or preparation for an occupation.

Physical Conditions

The program in which a student enrolls may be physically demanding. Students are expected to participate in all program components, including lecture, lab, clinical & externship sessions to earn grades in the corresponding courses. Failure to do so will result in a failing grade for the course(s) and/or being dropped from the program. If a student has a physical condition that could reasonably prevent his or her participation in all program activities at time of enrollment or during the program, the student must provide a note of release from a licensed physician, licensed physician's assistant or nurse practitioner as a condition to enroll and participate in the program without restrictions. In the event such a physical condition causes an interruption in the student's attendance, the school will require a similar note of release to return to school. A Leave of Absence (LOA) may be granted pursuant to a student's written request and eligibility for a leave; however, the LOA must be approved by the school prior to the leave.

Applicants concerned about the physical requirements of a program are encouraged to speak with their Admissions Advisor or a Program Director. Examples of possible program requirements are:

- one (1) to four (4) hours of intermittent sitting
- four (4) hours of intermittent standing
- three (3) hours of intermittent walking in an average eight (8) hour day
- Squatting, bending, kneeling, reaching, & twisting are frequently required fifty percent (50%) of the time along with an occasional need for ladder climbing, exposure to changes in temperature & humidity; exposure to dust, fumes, or gasses
- Frequent lifting/carrying of twenty-five (25) to fifty (50) pounds
- Pushing/pulling up to one hundred (100) pounds

Learners with Special Needs

The college is committed to Equality of Opportunity, and positively values the participation of learners with special needs. The college is committed to the admission of all qualified students without regard to applicants' race, color, religion, sexual orientation, or disability if they are able to meet the physical and academic requirements of the programs. We further commit ourselves to make reasonable accommodations and provide information in order to render the academic programs and support services of the school accessible to all persons. Every effort is made to individually and appropriately serve students and to enable them to attain success and reach their educational goals. For students who need to request accommodations they must present a formal physical or cognitive evaluation by a professional in the field that outlines areas in which the student would need reasonable assistance or accommodations to complete classroom, clinical rotations, or externship training. Learners with Special Needs are encouraged to meet with the college's on-site ADA coordinator.

Smartphones

The college's on-ground programs utilize an electronic attendance tracking system which requires that students use a smartphone to log their class attendance. All applicants to on-ground programs must agree to maintain possession of a personal smartphone while enrolled at the college.

Purchasing Books & Supplies

The college purchases physical books and supplies (as well as Chromebooks for students enrolling in the Medical Assisting and Medical Office Administration programs as described in the next section) from various vendors, often at volume discounts, and includes them by default within the total fees charged to students. This is called "inclusive tuition" and reduces the burden on students to find and purchase the required books, supplies, and Chromebooks. Students may opt out of paying for textbooks and/or Chromebooks within the inclusive tuition by initialing the applicable section in their enrollment documents, which will obligate them to purchase all necessary books and appropriate computing devices by the scheduled first day of class. By opting out of inclusive tuition and agreeing to purchase such items themselves, the total fees charged to the students by the college at the time of enrollment will be reduced by the then-current total costs paid by the college to acquire the textbooks and/or Chromebooks. Please note that the option to "opt out" only applies to textbooks and Chromebooks. Students may not opt out of paying for other supplies.

Chromebooks

The College utilizes a hybrid delivery model (combination of online and on-ground instruction) in the Medical Assisting (MA) and Medical Office Administration (MOA) Programs. To participate in the online education platform, students must use an appropriate desktop computer, laptop or tablet (see the "Online Readiness" section in this catalog). Students beginning the MA or MOA programs after July 1, 2020 will be billed for the cost of a Chromebook as part of the program's "inclusive tuition" but may opt out of purchasing a Chromebook from the college following the process described above for opting out of books.

Visa Assistance

The college is authorized to issue I-20s to international students meeting the required criteria. Upon receipt of an I-20, eligible international students can apply for an M1 visa at their local embassy. International students must complete the following steps prior to requesting an I-20:

- Complete an application to the college

- Achieve a passing score on the relevant admission exam
- Provide proof of:
 1. High school education via official evaluation documentation
 2. Ability to pay for tuition & living
 3. For loans, prospective student may go to <http://www.internationalstudentloan.com/>. In order to qualify for this loan, a co-signer with a permanent resident card/citizenship & good credit is
- Once an I-20 is received from the college, the International student must:
 1. Pay SEVIS I-901 fees by:
 - A receipt printed when paying at <http://www.fmjfee.com> with a credit card
 - A receipt from Western Union when using the Western Union Quick Pay option
 - A Form I-797 receipt mailed
 1. Apply to student's local S. consulate for M-1 visa, & bring the following items to the visa interview:
 - The signed Form I-20 form from the college
 - Evidence that the SEVIS I-901 fee has been paid
 - Signed passport valid for at least six months after date of entry into the United States
 - Form DS-156, Nonimmigrant Visa Application with photo
 - Form DS-157A, Contact Information & Work History for Nonimmigrant Visa Applicant
 - Transcripts & diplomas from previous institutions
 - Evidence of sufficient funds to cover tuition & living expenses for at least the 1st year of study

Prospective non-immigrant students from visa-exempt countries must bring their documentation to the Point of Entry (POE) & apply for entry as an M-1 nonimmigrant student. All courses at the college are taught in English & all students must be able to read, write & understand English.

Update during COVID-19 Restrictions

Due to the COVID-19 pandemic, and with the approval of relevant regulatory agencies, some programs have temporarily changed to include more online instruction. As a result, some students may experience a full course of instruction that is 100% online until COVID-19 restrictions are lifted. Due to these circumstances, the school has suspended its acceptance of students with M1 visas.

Course Enrollments

The college allows enrollment in stand-alone courses, without Federal Financial Aid. A common scenario for such enrollments is when students need some General Education courses as pre-requisites to qualify for enrollment into a degree program. Applicants must meet the school's general admissions requirements prior to enrolling in stand-alone courses, and once enrolled all of the school's policies apply to such students as they would to students enrolled in any program.

Distance Education & Online Readiness

Unitek College's distance education programs are delivered by way of the Learning Management System (LMS) called Canvas™. Students who are prepared for and enrolled in any online program or course of study will receive orientation, training, and support on the use of the Canvas LMS. Canvas is known for its user-friendly online environment and ability to easily connect our faculty with our students both in and out of the classroom. Canvas offers discussion boards for asynchronous and synchronous discussions, chat rooms for live discussions, centralized email (Canvas Conversations), so students can stay in touch with their instructors, communicate with other students, submit assignments and take exams.

The college uses two assessments to determine an applicant's readiness for online learning:

1. Basic Computer Literacy (BCL) – an objective computer skills assessment consisting of 25 common computer/software tasks
2. Distance Learning Profile (DLP) – an assessment consisting of six questions about the applicant's personal readiness and resources for online learning

Prior to beginning any program containing online courses, an applicant must:

1. achieve a score above 75% on the Basic Computer Literacy (BCL) assessment, and
2. have no Risk Factors indicated on the Distance Learning Profile (DLP) assessment.

The following hardware and software are needed to complete online courses:

- Productivity Tools: (e.g. Microsoft Office or G-Suite)
- Plug-Ins: (Required for many of our resources):
 - Adobe Flash Player (Free Download)
 - Adobe Acrobat Reader (Free Download)
 - Shockwave (Free Download)
 - Java (Free Download)
 - Others may be needed as you progress through certain the courses
- Operating Systems
 - Windows 10 or newer
 - Mac OSX 10.6 or newer
 - Chromebook with Chrome OS current as of June 2020 or later (MA & MOA programs)
- Computer Speed and Processor
 - Use a computer 5 years old or newer when possible
 - Web Cam with Microphone
- Internet Access: ISP Account for internet access.
- Internet Speed
 - Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.

- Minimum 6 megabytes
- High Speed Internet

It is the student's responsibility to maintain current contact information with instructors and Unitek College Office of the Registrar and School of Nursing.

Students are provided a Unitek College email account, which needs to be checked frequently. This is required for participation in all components of the program. Use your student email account for ALL school communication.

There may be specific software requirements for individual courses – this information will be in your course syllabus or course website.

ADMISSIONS: ALLIED HEALTH PROGRAMS

Allied Health & Technology Diploma Programs

Students applying for enrollment on or after Aug 3, 2020 must achieve a passing score on the “Scholastic Level Exam – Q” (SLE-Q). Passing scores are 12 for Medical Assisting, Medical Office Administration, and Information Technology; 13 for Dental Assisting.

Immunization Requirements – Allied Health Programs

Students must provide proof of the following immunizations by the end of the 3rd successfully completed module of the Program:

- One Step PPD (TB)
- 2 x MMR (measles, mumps & rubella)
- 2 x Varicella (chicken-pox)
- 3 x Hepatitis B

PPD results must be dated within six (6) months of externship start date. Students must show current immunity to Rubella (German measles), Rubeola, Varicella (Chicken Pox), mumps & Hepatitis B.

Verbal confirmation of the above is not acceptable. Acceptable forms of Proof of Immunity or immunizations given are **any of the three items listed below**:

- Document printed out from the Primary Care Provider that shows the exact immunization(s) & date(s) given along with the Primary Care Provider signature.
- Print out from Primary Care Provider showing exact titer(s) & result(s) indicating immunity.
- Legal California Immunization Record card showing the immunizations & the date given, or the results of a titer & dates of test, along with the Primary Care Provider signature.

Hepatitis B Explanation:

Hepatitis B is a series of 3 injections; Student must have the first two before Student may begin externship. The series is given with the initial injection; the second injection is given 30 days later, & the last injection is given after 6 months. Students who are carriers of Hepatitis B will need to take their immunization card, with a note from their PCP (primary care provider) stating that they are a carrier, but in good health, to their externship site BEFORE beginning the externship.

ADMISSIONS: VOCATIONAL NURSING PREREQUISITE COURSE (VN PRQ)

The following criteria must be met for admission to the Vocational Nursing Prerequisite Course:

1. Proof of completion of 12th grade level If education was completed in a country other than the United States, a course-by-course evaluation report by an approved agency must be provided. Students who have taken the GED examination must have the score reported directly to the college by the testing company.
2. A score of at least 17 on the “Scholastic Level Exam – Q” (SLE-Q)
3. Payment of all fees and tuition due for the course
4. Initiation of criminal background check process for admission to the Vocational Nursing program

Please note that students applying to the Vocational Nursing (VN) program must undergo and pass an interview with the Program Director or Designee. For students taking the VN PRQ course this interview should be completed prior to the start of the VN PRQ course but must be completed no later than the end of the first week of the VN PRQ course. Students not passing the interview will have their VN PRQ enrollment cancelled and receive a refund of fees paid for the course.

ADMISSIONS: VOCATIONAL NURSING PROGRAM

Admission Requirements include:

1. A clear criminal background check
2. Successful completion of the VN PRQ course within twelve (12) months prior to the scheduled start date of the VN program
3. Completion of an interview with the Program Director or Designee with a passing score
4. A physical examination, including immunizations and TB testing, must be completed within the three (3) months prior to the start date of the first clinical rotation in Term I of the program. The examination must be conducted by a licensed physician, licensed physician's assistant or nurse practitioner establishing sound health.
5. Although a student can begin the Vocational Nursing program at age 17, he/she must be 18 years of age on or before the start date of clinical rotations.

Upon completion of each VN PRQ course, students will be ranked based on a combination of their course score and points awarded during the interview with the Program Director or Designee. Students with the highest overall combined scores will receive first consideration for available VN Program seats. If two or more students have the same combined score, then application date will take precedence for final seat selection. Students who pass the VN PRQ course and meet all admissions criteria but are not selected for the upcoming VN Program will be assigned seats in a future VN Program cohort. Students must start the VN Program within twelve (12) months of VN PRQ course completion or they must reapply to the program. The maximum possible ranking score for students who repeat the VN PRQ course due to failing it previously is 75%.

ADMISSIONS: ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING (ASVN)

Admission Requirements include:

1. Proof of graduation from a nursing-board-approved Vocational Nursing or Practical Nursing Program, from an accredited institution, is required
2. Official transcripts must be from an accredited institution approved by the US Department of Education and are required prior to enrollment. However, the application process may begin with unofficial transcripts.

Please note that while a nursing license is not required for enrollment into the ASVN program, students planning on Advanced Placement enrollment into the Bachelor of Science in Nursing (BSN) program will be required to have a current, unencumbered LVN or LPN license in order to enroll into that pre-licensure RN program.

ADMISSIONS: BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

Applicants to the BSN program may apply for credit granting of any prior coursework per the credit granting policy. Admissions requirements for applicants not seeking the Advanced Placement option (described in the next section) include:

1. A score of at least 19 on the “Scholastic Level Exam – Q” (SLE-Q) to begin the application and ranking selection process
2. Copy of Government-Issued Photo ID
3. Completion of an interview with the Program Director or Designee with a passing score
4. Within 24 months prior to enrollment in the BSN program, score a minimum of 58.7% on the Test of Essential Academic Skills (TEAS) Scoring above this minimum does not guarantee entry into the program, due to the overall admissions ranking point system described below.

Additionally, students meeting the minimum admissions requirements above must apply for selection and will be ranked according to the following point structure detailed in the chart below. Applicants are also required to take and pass the TEAS exam. A maximum of 100 possible points can be earned, and points will be awarded based on the following criteria:

Supplemental Admission Criteria	Points Possible
TEAS exam composite score ¹	40
High school GPA / General Education Development test (GED) ²	30
Program interview	10
Recommendation letters	5
Academic or relevant work / volunteer experience	5
Life experience or special circumstances	5
Proficiency and/or advanced level coursework in languages other than English	5
Total Points	100

1 – Please note that the minimum TEAS score required to earn points is 62%.

2 – For those applicants with a GED or a foreign diploma evaluated by an approved provider, points assigned will equal the median of points possible, which is 15.

Points will be awarded based on the criteria being submitted. In the event two or more applicants are tied for total points, a tie breaker will be determined based on the admission criteria above, starting with the TEAS exam score first (e.g., the applicant with the highest TEAS score will be ranked highest among the tied applicants). If the TEAS score(s) are also tied, the next criteria for tie breaker will be the high school GPA and so on and so forth, working down the list of criteria.

Note: Although not required for admission to the BSN program, the following requirements must be met prior to completion of Year 1, Semester 3 and prior to beginning any core nursing courses:

- Proof of Basic Life Support as Healthcare Provider certification by the American Heart Association
- Proof of immunizations and titers
- Completed health history and physical exam signed by the student and health care provider. The physical exam must clear the student to fully participate in all aspects of the program. The student must use the Physical Examination Form included in their admission packet.
- Clear criminal background and drug screening

Additionally, in accordance with Regulation 480 of the State Board of Registered Nursing, a person convicted of any offense other than a minor traffic violation may not qualify to be licensed as a Registered Nurse.

BSN Advanced Placement Option

A prospective student with an active, unencumbered, nursing-board-approved Vocational Nursing License or Practical Nursing License who has met all General Education requirements for the BSN program may apply for the Advanced Placement (AP) option which includes a credit granting application for the PN or VN license. Applicants may also apply for credit granting of any other prior coursework per the credit granting policy. For students seeking the AP option, admission requirements include:

1. Proof of an active, unencumbered, nursing-board-approved Vocational Nursing License or Practical Nursing License
2. Successful completion of a nursing-board-approved Vocational Nursing or Practical Nursing training program
3. Copy of Government-Issued Photo ID
4. Proof of Basic Life Support, Healthcare Provider certification, by the American Heart Association
5. Proof of immunizations and titers
6. Completed health history and physical exam done no more than three (3) months prior to starting the BSN program. The health history and physical exam must be signed by the student and health care provider. The physical exam must clear student to fully participate in all aspects of the program. The student must use the Physical Examination Form included in their admission
7. Clear criminal background and drug screening
8. Within 24 months prior to enrollment in the BSN program, score a minimum of 58.7% on the Test of Essential Academic Skills (TEAS) Scoring above this minimum does not guarantee entry into the program, due to the overall admissions ranking point system described below.

AP admission to the BSN program is a 2-step process:

1. Meet all admissions requirements to apply for AP Selection (see above)
2. Achieve a ranking (see chart below) high enough to be selected for AP admission

A maximum of 100 points can be earned, and points are awarded based on the following criteria:

Supplemental Admission Criteria	Points Possible
---------------------------------	-----------------

TEAS exam composite score ¹	34
2.5 GPA in Sciences: Microbiology, Human Anatomy & Human Physiology	30
2.5 Cumulative General Education GPA	15
Academic Degree, Diploma, relevant work / volunteer experience within the last 3 years	15
Unitek College VN Program Graduate	4
Life experience or special circumstances	2
Total Points	100

1 – minimum TEAS score is 62% to be awarded points for ranking.

Points will be awarded based on the criteria being submitted. In the event two or more applicants are tied for total points, a tie breaker will be determined based on the admission criteria above, starting with the TEAS exam score first (e.g., the applicant with the highest TEAS score will be ranked highest among the tied applicants). If the TEAS score(s) are also tied, the next criteria for tie breaker will be the Sciences GPA and so on and so forth, working down the list of criteria.

Note: In accordance with Regulation 480 of the State Board of Registered Nursing, a person convicted of any offense other than a minor traffic violation may not qualify to be licensed as a registered nurse.

RN Course Readmission

For any repeated courses, students will be required to pay the training costs associated with the hours the student is repeating. For example, if a student fails a course that is 31 hours of instruction, but passes all other courses, the student will only be required to pay the total cost associated with the 31 hours. A student is not required to retake a course that the student successfully completed with a score of 75% or higher. Note: failure in one paired course equates to failure in both courses.

- Students must request readmission. Students are eligible for only one readmission in
- Program Director approval is required prior to
- Students cannot repeat a course until payment has been
- Students may repeat a course only **ONE** time (**total two attempts**). All course grades received will appear on the transcript, but only the most recent affects the cumulative GPA.
- Courses taken at institutions other than Unitek College do not affect GPA.

ADMISSIONS: RN-TO-BSN

Prospective students who wish to enroll in the college's Bachelor of Science in Nursing Degree Completion Program must meet the following criteria to be eligible for enrollment:

STEP 1: Complete Advisory phone call with Unitek BSN Admissions Representative at 888-762-2761

STEP 2A: Complete the Admissions application

STEP 2B: Submit all of the following documentation:

1. Proof of current, unrestricted license as a Registered Nurse
2. Proof of Education

Provide proof of education from option 1, 2, or 3 below. US Transcripts must be from an accredited institution approved by the US Department of Education. Courses on foreign transcripts for which credit is sought must be evaluated by a recognized 3rd party evaluator & deemed equivalent to coursework from an accredited institution approved by the US Department of Education. All transcripts submitted will undergo thorough evaluation by the college's nursing department to determine if all course requirements are met to enter the RN-to-BSN program. This proof can be presented in the following manner:

Option 1: Provide sealed official transcripts from an Accredited Institution recognized by the US Department of Education demonstrating completion of an Associate of Science in Nursing degree with a minimum cumulative score of at least 75% (2.5 on a 4.0 scale) with no grade less than "C" (2.0) in any course (as calculated by the granting institution).

Option 2: Provide sealed official transcripts with a minimum cumulative score of at least 75% (2.5 on a 4.0 scale) with no grade less than "C" (2.0) in any course (as calculated by the granting institution) in all courses required for Associate or bachelor's level degree completion, as well as for the specific courses listed below:

REQUIRED GENERAL EDUCATION AND PRE-REQUISITE COURSES	SEM. UNITS
Microbiology with Lab	4
Human Anatomy with Lab	4
Human Physiology with Lab	4
English, Reading & Composition (College level)	3
Math: Intermediate or College level Algebra or higher	3
General Psychology	3
General Sociology/Cultural Anthropology	3
Public Speaking or Speech	3
TOTAL GENERAL ED UNITS	27

REQUIRED PRE-REQUISITE NURSING COURSES	THEORY (Sem. Credits)	CLINICAL (Sem. Credits)
Medical- Surgical Nursing; Theory & Clinical: <i>includes Leadership/Management, & geriatrics</i>	10	14.5
Obstetrics-Maternity Nursing; Theory & Clinical	1.5	1
Mental Health/Psychiatric Nursing; Theory & Clinical	2	1.5
Pediatric Nursing; Theory & Clinical	1.5	1
TOTAL NURSING UNITS	15	18

A total of 60 semester credits are required PRIOR to admission to the RN-to-BSN Program. Official transcripts must be submitted for evaluation.

Option 3 – Military or Foreign Degrees

A military or foreign degree must be evaluated by a recognized 3rd party evaluator prior to submission to the college. Transcripts that have been translated will not be accepted.

STEP 2C: Credit Transfer

Students wishing to Transfer credits for upper division (300 or 400 level) courses taken at another school must submit prior to enrollment:

- Credit granting request form
- Sealed official transcripts demonstrating a minimum cumulative score of at least 75% (2.5 on a 4.0 scale) with no grade less than “C” (2.0) in any course (as calculated by the granting institution) for the courses being requested for transfer
- Course syllabus for each course being requested for transfer

A maximum of 30 of the 61 upper division credits in this program can be transferred in. Students must complete at least 31 semester credit hours at the college to be awarded the BSN degree.

STEP 3: Admissions Review & Acceptance

- The college reserves the right to deny admission if the items listed above are not completed.
- Any transcripts showing several withdrawals or repeated courses will be evaluated on an individual basis. This may result in admission being denied. Students are encouraged to write a letter explaining what the circumstances were & why they feel they should be If accepted into the program, the enrollment documents need to be completed & financials cleared in order to start class. If a student does not complete the requirements they will have to wait for the next program start date.

IMMUNIZATIONS / VACCINATIONS

Based on the program of interest, additional immunization verification after enrollment may be required. Students must complete all immunization requirements on their own personal time & may not use class time in order to complete the requirements. Students cannot be enrolled into any pre-licensure RN courses unless all physical criteria are met. Physical examinations, immunizations and other health care documents may require updating during the Vocational Nursing program and annually. Please consult your campus Program Director for specific immunization requirements. Immunizations required may include, but are not limited to:

- Physical Exam Form, signed & dated by Medical doctor or Nurse practitioner (completed within the prior 3 months)
- Mumps, Measles & Rubella (MMR) positive Titer
- Varicella positive Titer
- Hepatitis B positive Titer
- Hepatitis C Screen (if positive, applicant must submit a note from their Healthcare Provider (MD or NP) stating that they are not a risk to others & can safely provide direct patient care)
- Tdap/DTAP within 10 years
- TB Screen
 - 2 Step PPD Skin Test or QuantiFERON Blood test (2 Step PPD, 2 Separate tests – must be a minimum of 10 days & a max of 30 days apart); both no older than 3 months
 - Chest X-ray (CXR) ONLY if had positive PPD history; required yearly after initial x-ray & must provide record of proof of positive PPD history
 - TB Screen Questionnaire reviewed with & signed by healthcare provider (must be completed annually).
- Flu & H1N1 immunization record documented for the current season (current vaccines are usually available between August through March)**
- Whooping Cough Booster IF Pertussis missing in Tdap/ DTAP (not older than 10 years)**
- Drug Testing (school will provide to student)
- Mask Fit Test (school will provide to student)

** Students declining must submit a signed waiver. However, students must be advised that if it is a requirement by clinical facility they may not be placed and may not be able to complete the program.

CREDIT FOR PRIOR EDUCATION

All applicants to the college are eligible to apply for credit granting. Applicants wishing to have their prior education assessed for credit granting must notify their Admissions Representative during the enrollment process, & all requests must be received on or before the official start date of the program. Any requests received after the deadline may not be accepted. Credit Granting requests are reviewed once the credit granting form is completed & sealed official transcripts have been received. An unofficial transcript may be used for unofficial review; however, credit granting will only be awarded based on final review of official transcripts. If official transcripts are not submitted on or before the program start date, the student forfeits the opportunity to apply for credit granting on courses previously taken previously.

The college does not evaluate and award credit based solely on prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning. However, for the BSN program, applicants' prior experience may qualify them to take challenge examinations, for which passing scores could lead to credit granting for various nursing courses. For more information, please refer to the section "Nursing Challenge Examinations for BSN Program" below.

Academic credit will be evaluated by the college for courses appearing on an official transcript from a school, college or university accredited by an agency recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA) with a minimum grade of 'C'.

Credit granting based on a different unit of credit than the one prescribed by the college is subject to conversion before being transferred. Credit granting for paired courses must meet the requirements for both courses. No credit(s) shall be granted for partial courses.

Recency Rules

All biology & science courses must be taken within the last five (5) years of the tentative start date to be eligible for credit granting, with no more than one (1) repeat for each science course. Core nursing courses must be taken within the last three (3) years of the tentative start date to be eligible for credit granting, with no more than one (1) repeat for each nursing course. All other general education courses are eligible for credit granting & will be considered upon receipt of official transcripts.

Review & Acceptance

The school reserves the right to reject applicants' requests for credit granting if the items listed above are not successfully provided and/or completed. Any transcripts showing several withdrawals or repeated general education pre-requisite courses will be evaluated on an individual basis. This may result in admission being denied. Applicants are encouraged to write a letter explaining the circumstances & why they feel they should be admitted.

If accepted into the program, the enrollment documents must be completed & financials cleared in order to start class. If an applicant does not complete the requirement documents before the start date, the applicant must wait for the next program start date.

CLEP

Students may transfer credits via CLEP examination for the following courses: ENG 101, MTH 200, SOC 102, & PSY 101. The required CLEP scores & corresponding credit hours can be obtained by searching for

Unitek College on the CollegeBoard website: clep.collegeboard.org/search/colleges/us or by contacting the Academics department at the college.

Nursing Challenge Examinations for BSN program

The college provides an alternative path to earn credits for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. An applicant may be able to obtain credits in this manner if following applies:

1. Students must be accepted into the BSN program in order to challenge a nursing course.
2. Students must meet all prerequisites of any courses prior to attempting the challenge examination.
3. Students may not challenge a nursing course where a similar nursing course has been previously completed in which the grade received was below a C.
4. Students who request to take a challenge examination for a clinical course must first: 1) transfer in credit for the related theory course; or 2) pass the theory course challenge exam prior to attempting the clinical challenge examination.
5. Students who did not pass a lower level nursing course with a clinical component may not challenge a higher level nursing course with a clinical component.
6. Standardized computer examinations, such as ATI, will be used for challenge examinations for on-ground nursing courses.

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

Methods by which tuition and fees are adjusted for credits granted

Credits from transfer units are adjusted financially as they relate to the number of credit hours being granted for those courses. Total tuition is then recalculated and monies are either 1) collected according to the new tuition amount due, or 2) refunded once final loan disbursement is received or adjusted.

Veterans seeking to use GI Bill® funding (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs) must submit all previous coursework for evaluation prior to enrollment.

Maximum Transfer Credits or Hours

- **Vocational Nursing Diploma Program:** For a course deemed to be transferable by the VN Program Director, the instructional clock hours of the corresponding course at the college may be granted towards completion of the college's VN Program. This course-by-course granting of clock hours may be approved up to a maximum of 28% of the total instructional clock hours in the college's VN Program.
- **Allied Health & Information Technology Programs:** Credits for a maximum of two (2) modules taught within the program may be granted towards completion of the program. Credit for externship courses will not be granted.
- **RN-to-BSN & ASVN Programs:** A maximum of 49% of the credits taught within the program may be transferred from another school & granted towards completion of the program.
- **Bachelor of Science in Nursing (BSN) Program:** A maximum of 45% of the credits taught within the program may be granted towards the completion of the program, with no more than 36% being Gen Ed credits and no more than 9% being technical (RN) credits.

- **All programs:** All credits earned in a program at one of the college's accredited campuses are transferable to the same program at another of the college's accredited campus.

Credit Granting Application Requirements

- **All programs:**
 - Completed Credit Granting Request Form (see Admissions Representative for details)
 - Sealed official transcripts. If official transcripts are not submitted at the time of the application, applicant forfeits the opportunity to apply for credit granting.
 - Official course descriptions (e.g. from syllabi or a school catalog).
- **Allied Health & Information Technology Programs:** No course letter grade less than a "C" as calculated by the granting institution will be accepted. All courses must be taken within the last five (5) years to be eligible for credit granting.
- **Vocational Nursing Diploma Program:** No course letter grade less than a "C" as calculated by the granting institution will be accepted. All courses must be taken within the last five (5) years to be eligible for credit granting. Courses that may be acceptable for credit granting include:
 - Successfully completed approved vocational/practical nursing courses
 - Successfully completed certified nurse assistant courses
 - Successfully completed approved psychiatric technician courses
 - Successfully completed approved registered nursing courses
 - Successfully completed armed services nursing courses
 - Successfully completed courses that are equivalent to courses in the program as determined by the director of the nursing program
- **Nursing Degree Programs:**
 - Courses possibly accepted include:
 - Nursing courses (including Armed Services nursing courses)
 - General Education Courses
 - Nursing courses – no course grade less than a GPA of 3.0 as calculated by the granting institution will be accepted. There is a 3-year recency rule for nursing courses.
 - Non-science courses – no course letter grade less than a "C" as calculated by the granting institution will be accepted. There is no recency rule for non-science courses.
 - Science courses – no course letter grade less than a "C" as calculated by the granting institution will be accepted. There is a 5-year recency rule for science courses.

Credit Calculations

Allied Health & Information Technology courses:

- One semester credit hour for at least 15 hours of classroom contact
- One semester credit hour for at least 30 hours of supervised laboratory/shop instruction
- One semester credit hour for not fewer than 45 hours of externship experience

Nursing & General Education courses:

- One semester credit unit for 18 hours of classroom contact; or
- One semester credit unit for 54 hours of external or in-house clinical lab

TRANSFERABILITY OF CREDITS/CREDENTIALS EARNED AT THE COLLEGE

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

BACKGROUND CHECKS & DRUG SCREENING

A criminal background may prevent someone from obtaining licensure, clinical training, externship placement or employment in their chosen field. When a criminal background must be fully investigated, it may take up to one year or longer in order to obtain a decision from a licensing board. Applicants or students with a criminal background should check with the relevant licensing body for their stance towards various criminal background situations.

A background check is deemed to be “clear” by Unitek unless the background check results include any one (1) or more of the following convictions:

- Murder
- Felony assault
- Sexual offense/sexual assault
- Felony possession and furnishing (with or without certificate of rehabilitation)
- Felony drug and alcohol offenses (with or without certificate of rehabilitation)
- Certain other felonies involving weapons and/or violent crimes
- Class B and Class A misdemeanor theft, or theft having to do with drugs or alcohol
- Felony theft
- Fraud
- Child abuse, elder abuse
- Active probation (for any offense, including offenses not listed above)

If one (1) or more of these convictions appear on a student’s background check, the student’s enrollment may be cancelled, and the student may be responsible for charges incurred up to his/her last date of attendance. These issues will be discussed with the individual student in a confidential manner.

Students may be subject to additional background checks, and possibly drug screening, at any time if requested by a clinical facility, employer, or externship site. Failure to pass any background check or drug screen requested by an Externship, Employer or Clinical Site may prevent a student from going to that Externship or Clinical Site and may put their program completion at risk. Clear background checks are required for registration in clinical nursing courses. Should a student’s educational progress be interrupted, a new background check will be required upon readmission to the program. A student may be denied access to clinical facilities based on offenses appearing on the criminal record even though such offenses may have occurred more than seven years ago.

Pre-Licensure Nursing

Students will not be allowed to continue their enrollment in the following pre-licensure nursing programs without a current criminal background check deemed “negative” or “clear”: Vocational Nursing, Bachelor of Science in Nursing (BSN).

A student’s background check will be initiated immediately upon enrollment & no later than the first day of class. A background deemed to be “clear” is required to remain active in any of the above programs. The cost of a criminal background check is included in the total tuition of these programs, but students in a pre-

licensure Registered Nursing program must pay for the criminal background check required by the California Board of Registered Nursing.

For students in the Bachelor of Science in Nursing (BSN) program, please note that the California Board of Registered Nursing requires an additional criminal background check as part of the licensure process.

Dental Assisting

While a background check is not required for admission to the Dental Assisting program, an externship site may require one, in which case a student must receive a clear background check prior to attending such an externship site.

CANCELLATION POLICY

1. The student has the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh (7th) day after enrollment, whichever is later.
2. "Enrollment" as stated in No. 1 above is defined as the execution of an enrollment agreement signed by all required parties.
3. To provide all students in the same class with equal time to cancel after beginning the educational program and to comply with the California Bureau for Private Postsecondary Education (BPPE) requirement in No. 1 above, the College extends the cancellation period and requires that students exercise the right to cancel by the seventh (7th) calendar day after their scheduled program start date.
4. Students may withdraw from the School at any time after the cancellation period & receive a pro rata refund if they have completed 60 percent or less of the scheduled days in their program's current payment period through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$150.00. If a Student has completed more than 60 percent of the period of attendance for which the Student was charged, the tuition is considered earned & the Student will not receive a refund.
5. Cancellation shall occur when the student provides notice of cancellation at the address of their respective campus. This can be communicated by mail, email or hand delivery.
6. A cancellation notice, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
7. A cancellation notice 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.
8. If an enrollment is cancelled, the school will refund any money paid by the student, less a registration/administration fee not to exceed \$150.00, & less deductions for equipment not returned in good condition, within 45 days after the notice of cancellation is received. Textbooks and Chromebooks which have been opened (e.g. shrink wrap removed, or removed from their original packaging) are not returnable and cannot be refunded, regardless of condition.
9. Any registration fee is non-refundable if the cancellation request is received more than 3 days after signing the enrollment agreement.
10. Upon cancellation, if the student has received Federal Student Financial Aid funds, the student is entitled to a refund of monies not paid from Federal Student Financial Aid program funds.

REFUND POLICY

Refunds after Withdrawal

For online education: students withdrawing from the school after the cancellation period (described above) will receive a pro rata refund if the student has completed 60% or less of the scheduled days in the program's billing period through the last day of attendance. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned & the student will receive no refund.

For on-ground education: students withdrawing from the school after the cancellation period (described above) will receive a pro rata refund if the student has completed 99% or less of the scheduled days in the program's billing period through the last day of attendance. If the student has completed more than 99% of the period of attendance for which the student was charged, the tuition is considered earned & the student will receive no refund.

All programs: Refunds are less a registration or administration fee not to exceed \$150.00, & less any deduction for equipment not returned in good condition, within 45 days of cancellation or withdrawal.

Students can drop courses by contacting the Registrar. Students who drop when enrolled from 0% to 75% (or posted Last Day to Drop) of the calendar days of the applicable semester, module or session will receive a "W" on their transcript. Students who drop when enrolled past the Last Day to Drop will receive a letter grade on their transcript.

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

- The student notifies the institution of the student's cancellation or as of the date of the student's withdrawal, whichever is
- The institution determines the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules & regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
- The student has failed to attend class for fourteen (14) consecutive Calendar days in an Allied Health, Business / Technology Program, Associate of Science in Vocational Nursing & the RN to BSN Degree Completion Program. Students in the Vocational Nursing or the LVN to RN Transition pre-licensure programs will be withdrawn for absences of seven (7) days in any combination.
- Failure to return from a leave of absence (LOA) as

For determining the amount of the refund, the last date of recorded attendance will be utilized. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of clock hours in the program), multiplied by the number of clock hours earned, prior to withdrawal. For the purpose of determining when the refund must be paid, the refund will be issued 45 days from the date of determination. For programs beyond the current "payment period," if a student withdraws prior to the next payment period, all charges collected for the next period will be refunded.

Federal Financial Aid Refunds

If the student has received any Federal Title IV financial aid funds, the school is obligated to do a “Return to Title IV” (R2T4) even if a credit balance has already been issued. At the time of enrollment, the student must indicate via the Authorization of Credit Balances form which authorization a student is giving the college as it relates to excess funds. The choices include the following:

- The appropriate lender to reduce the student’s loan debt (within 14 days of the completion of the Withdrawal Calculation)
- Return any credit balance to the student (within 14 days of the completion of the Withdrawal Calculation)

The college is required to complete an R2T4 calculation *even if* a credit balance was already issued. If a balance due results from the R2T4 calculation, the student will be responsible for the unpaid balance. For programs beyond the current payment period, if a student withdraws prior to the next payment period then all charges collected for the next period will be refunded.

For more information on refund policies relating to Title IV funding see www.nslds.ed.gov/nslds_SA.

Refunds/Cancellations with VA Funding

The college maintains a policy for the refund of the unused portion of tuition, fees, & other charges in the event a VA Student cancels, withdraws, or is terminated from a Program. The amount ultimately charged to a veteran or eligible student for tuition, fees, & other charges will not exceed the approximate pro rata portion of the total charges for tuition, fees, & other charges, that the length of the completed portion of the program bears to its total length.

VA Students have the right to cancel enrollment from the program during the program’s Cancellation Period. Cancellation may occur when the student provides a written notice to the current campus that the student enrolled in. This can be done by mail, email or by hand delivery. If any Certifications were processed for VA Recipient the Department of Veterans Affairs will be notified immediately.

VA Students may withdraw any time after the cancellation period. In the event of a withdrawal or termination, the college will issue a refund according to the Refund Policy. If any Certifications were processed for VA Recipient the Department of Veterans Affairs will be notified immediately.

For more information on refund policies relating to Veterans Administration funding see:

<http://www.benefits.va.gov/gibill>.

Additional Policies for VA Students

For purposes of policies related to VA students, a “Covered Individual” is any individual entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

The college will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website –

eBenefits, or a VAF 2871905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution, or
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

The college 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.

CALIFORNIA STUDENT TUITION RECOVERY FUND

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 North Market Boulevard, Suite 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.

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

3rd Party Counseling (WellConnect)

Active students are offered a confidential and free program that provides professional assistance and valuable resources to help resolve issues that interfere with success at school. The college has contracted with WellConnect for students to utilize telephone or face-to-face counseling and coaching for challenges such as balancing school, work and life; relationship and parenting concerns; stress and anxiety; legal and financial concerns. This is a free service available to all students of the college 24 hours a day, 7 days a week to help them resolve issues that may be interfering with their progress of success in school. The program is paid for by the school so students can receive free counseling services. Relevant coping skills such as career development, personal and financial skills, budgeting, housing or transportation are topics that WellConnect handles with particular emphasis on counseling, housing, childcare, financial advice/assistance, legal assistance, transportation and health care.

WellConnect is introduced and made available to all enrolled students during Orientation and through a recorded phone message which is sent out before every class start. Students are given a brochure with a tear-off sheet with the WellConnect toll free number, their website and the username and password to access the site. Posters and flyers are made available to students throughout the campus. Students are again advised and encouraged to contact WellConnect when they speak to any staff or faculty member about hardships that affect their progress or state of mind in school such as: finding an affordable medical provider, marital or daycare issues, or financial problems. Additionally, faculty may have the option to fill out a form for any student they are formally referring to WellConnect. The form is filled out by the faculty & sent to WellConnect so if the student contacts them, WellConnect may notify the school to confirm that the student did in fact seek counseling. No information other than confirming that the student availed of counseling will be released to the school.

Academic Advising

The role of academic advising is to provide information about academic progress, programs & available resources. In addition, faculty are available to help students to think critically & to empower them to explore options & make decisions about their education. Each student is assigned a primary faculty advisor for the duration of the program. Students who require academic advising can request an advising appointment with their advisor, instructor, or the Program Director.

Tutoring

After school tutoring is available on campus for students in the college's pre-licensure programs. Tutoring for other programs may also be available at certain campuses, & students may request such services from their Instructor. It is the Tutor's responsibility to answer questions & clarify information students receive during lecture, using the provided textbooks as resources as well as any handouts provided by the Instructor. Tutoring does not replace lecture, & Tutors are responsible for tutoring to the lesson plan objectives since they will not have access to the exam.

CAREER SERVICES

A Career Services Coordinator assists graduates with enhancing their professional skills and job searching techniques to successfully obtain employment. Students' success in this relationship depends largely on:

1. Attendance at all one-on-one sessions, meetings, seminars and workshops
2. Submitting a resume as scheduled by the Career Services staff
3. Use of a personal job search file
4. Compliance with standards of professional conduct and appearance

At Unitek College, employment assistance consists of the following:

1. Career development planning, career coaching and interviewing skills
2. Preparation of resumes, cover letters and thank you letters
3. Establishing references
4. Career Development seminars and workshops
5. Communication and Public Speaking skills
6. Job search techniques and networking skills
7. Professional development in a business setting
8. Reviewing "dress for success" strategies
9. Volunteer opportunities
10. Electronic and "Hot" Job leads

The Career Services staff is here to assist graduates in obtaining employment after graduation but cannot and do not guarantee employment. To qualify for employment assistance after leaving school, students must have successfully completed their education program and satisfied all financial obligations with Unitek College.

FINANCIAL AID

The Financial Aid (FA) Department strives to provide excellent service to deliver financial aid information to prospective, current & former students and their families. Information includes federal, state, institutional and private aid options to cover educational cost. FA Staff assist in the completion of required documents and processes all financial aid awards. The focus of the FA Office is helping students attend the college by alleviating or eliminating financial barriers and maximizing all available resources to help meet each student's financial needs. FA staff assist students in a variety of ways throughout the enrollment process and while attending school. The college recognizes that each student is an individual with unique needs and barriers. The FA Office strives to provide information to increase awareness of available financial resources, and to provide information on how to access resources by reaching out to students, parents, and the general public. The FA Office recognizes that financial barriers are not always long term and significant but can also be short term and only involve small amounts of funds.

Financial Aid is money that can be used to cover the costs associated with attending the college. Financial Aid funds are provided by U.S. taxpayers to ensure that all those who want a college education have the financial ability to pay for their college expenses. This money can be in the form of grants, scholarships & federal loans. All loans & some grants must be repaid.

We understand that the rules that govern the financial aid programs can sometimes be complicated. However, the staff at the college's Financial Aid Office are available to answer questions & provide special assistance as needed.

All financial aid at the college is administered in accordance with the policies & procedures of the U.S. Department of Education. The basis of such programs is that students & their parents have the primary responsibility to meet educational costs & that financial aid is available only to fill the gap between the families and/or student's contribution & allowable educational expenses. The amount of expected student or family contribution is determined by an analysis of financial strength: income & net assets, which the family may have versus the allowable expenses. Educational expenses that are considered a basis for establishing student need include nonresident tuition, fees, books & supplies, room, board, transportation, & personal expenses. The Financial Aid Office has established standard student budgets to reflect the costs of each of these items based on a statewide cost survey & local cost data.

The Financial Aid Office is available to assist federal loan borrowers with student loan questions or concerns. If an issue exists, borrowers should first attempt to resolve the issue by contacting the Financial Aid Office. If the borrower has made a reasonable effort to resolve the issue through normal processes & has not been successful, s/he should contact the Federal Student Aid (FSA) Ombudsman. The FSA Ombudsman will informally research a borrower's issue & make suggestions for resolution. The FSA Ombudsman contact information is listed below:

Online: <https://studentaid.gov/feedback-ombudsman>

Telephone: 877.557.2575

Fax: 606.396.4821

Mail: FSA Ombudsman Group, PO Box 1843, Monticello, KY 42633

Federal Student Loan Information

Federal regulations require all first-time Federal Direct Student Loan borrowers participate in Entrance Loan Counseling before receiving the first disbursement of their loan proceeds. To complete an on-line Entrance or Exit Loan Counseling please visit the following links:

Entrance Counseling Session: www.studentloans.gov

Exit Counseling Session: www.nsls.ed.gov

Follow the instructions carefully, complete all sections, & email the completed counseling session to the Financial Aid Office at financialaid@unitekcollege.edu

Students and/or students' parents applying for & receiving a federal student loan under the Title IV student financial assistance programs & the Higher Education Act (HEA) will have their information reported to the National Student Loan Data System (NSLDS) & this information will be accessible by guaranty agencies, lenders & schools determined to be authorized users of the data system.

Private Lending Options

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. The college encourages students to explore federal & state grants & loans, & 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 & 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 & must be creditworthy. International students are eligible with a creditworthy cosigner (who must be a U.S. Citizen or permanent resident) & appropriate U.S. Citizenship & 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 & repayment terms vary between private lenders.

The 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 &

review each lender's terms & conditions before making a final decision. Please contact your selected lender to determine if the college is an eligible institution. If the college is approved, we will gladly certify your loan with your lender.

Opting out of Books & Supplies & Early Financial Aid Disbursement for Books & Supplies Policy for Pell Eligible Students

Any Pell eligible student who "opts out of books & supplies" during the enrollment process & who will have a refund after tuition & fees are applied to their student bill will be eligible to receive an early disbursement for books & supplies. Students are eligible if the disbursement of financial aid funds will result in a credit balance. Eligible students will be notified by the Financial Aid Office regarding the Book & Supply Allowance Policy via email. Those students who qualify for a refund will receive a refund check up to the maximum amount allowed for books & supplies for each payment period or up to their total refund amount if the refund due is under the maximum for books & supplies. The early book & supply allowance for eligible students will be deducted from the total refund due for the term. Checks are required to be received by the student prior to the 7th day of class. Students will be notified two weeks before disbursement of their Book & Supply Allowance.

Cal Grant

Cal Grant (A, B & C) is a state-funded educational opportunity grant program administered by the California Student Aid Commission (CSAC) to assist students in paying for a college education. All Cal Grant payments are credited to the student's account to cover outstanding tuition, fees, books & supplies. Funds are awarded for the fall, spring, and summer terms only if eligible. Cal Grants may be renewed if the recipient continues to meet the income, asset, unmet need found on the established eligibility requirements and information based on the results of a current Free Application for Federal Student Aid (FAFSA).

FAFSA & GPA Verification forms must be submitted to the Cal Grant office by March 2nd to meet the CSAC's deadline. Students must be enrolled at least half-time and meet Cal Grant requirements in the semester in order to receive this disbursement.

Cal Grant A: provides tuition/ fee assistance for Undergraduate California residents at a qualifying four-year college. These awards vary by type of college. The following GPA requirements are as follows: Students who have a high school GPA of at least 3.0 & meet the established program eligibility criteria or if applying using a Community College GPA must have at least a 2.40.

Note: Award Amounts will differ based on type of college. 2020-2021 Cal Grants are up to \$12,570 at a University of California Campus, \$5,742 at a California State University Campus and up to \$9,084 at an Independent College.

Cal Grant B: provides living allowance & tuition fee assistance. Awards for most first-year students are

limited to an allowance of up to \$1,656 for books & living expenses. When renewed or awarded beyond the freshman year, the award also helps pay for tuition & fees (up to \$14,226 at a UC campus, up to \$7,398 at a CSU campus & up to \$10,740 at independent colleges for 2020-2021) GPA must be at least a 2.0 to meet requirements.

Cal Grant C: assists with tuition & training related costs (such as books & supplies) for occupational, vocational, & technical programs. Grant provides up to \$547 for books, tools & equipment & up to \$2,462 more for tuition & fees if student is attending a school other than a California Community College. Cal Grant C is available for up to two years. Additional required Cal Grant C Supplemental Forms must be submitted to CSAC upon applicant's award submission.

Cal Grant Refund Policy

Cal Grant recipients may want to rescind their Cal Grant Award & notify the California Student Aid Commission of their leave or withdrawal in order to preserve their eligibility for a future semester. Students can process a leave of absence request with the California Student Aid Commission online at www.csac.ca.gov & click the link "WebGrants4Students." In this case, the student would be responsible for covering the tuition balance on their student account.

If a student is dismissed or withdraws from school, all unearned Title IV funds will be refunded to the Department of Education, & any unearned funds will be returned to Cal Grant or State Funds & lastly, to Private Loans accordingly.

STUDENT FINANCE POLICIES

Student responsibilities for applying for & receiving financial aid at the college are as follows:

1. Complete all requested forms for financial aid accurately
2. Use all financial aid received solely for expense related to attending the college
 - Students that apply for financial aid understand that costs related to attending school are defined in the cost of attendance budget
3. Submit in a timely manner all additional documentation requested by Financial Aid
 - These documents can include tax forms & household information

Student Financial Aid Rights

1. the right to know how financial need was determined
2. the right to know how financial aid will be distributed
3. the right to request an explanation of programs in the financial aid package
4. the right to refuse any aid offered
5. the right to request an explanation of the College's refund policy
6. The right to know what portion of financial aid must be repaid & what portion is a grant
 - If a loan has been received, have the right to know the interest rate & loan repayment options and procedures
7. The right to examine the contents of aid records provided a written request is made to the Department of Financial Aid
 - Students may not review confidential records submitted by parents without the written consent of the parent whose information has been submitted

Eligibility Requirements

To be considered for Federal financial aid, a student must:

1. Be past the age for compulsory school attendance in the student's state, and not concurrently enrolled in high school, an elementary or secondary school program, or taking college credit to earn a high school diploma or GED.
2. Have proof of any of the following:
 - US High School Diploma or transcript from a state approved or US Department of Education approved school
 - E.D. certificate
 - Associate's, Bachelor's or Master's Degree obtained from a US Department of Education Accredited school
 - Foreign HS Transcript, Associates Degree Transcript, Bachelor's Degree Transcript, or Master's Degree Transcript evaluated to be the equivalent of a US High School
3. Be a US citizen, national or eligible permanent resident of the United States.
4. Be enrolled or admitted to a degree or diploma program at the college that is eligible for Federal Financial Aid.
5. Not owe repayment of a Federal Grant or be in default of a Federal Direct Student Loan or to the

college.

6. Maintain Satisfactory Academic Progress as defined by the college's Standards for Academic Progress and published in the catalog.
7. If you are male, you must register and/or be confirmed as registered with Selective Services.

Program Availability

The college makes financial aid resources available to its students including federal & alternative loans or payment plans. Some funds are need-based, meaning the funds go to the most financially needy students who qualify first. There are also non need-based funds that are available to any students who qualify for the programs regardless of their income or that of their parents. Need-based programs that the college currently offers include the Federal Pell Grant & Federal Direct subsidized student loans. Non-need-based programs include unsubsidized student loans, parent loans, alternative loans, & some scholarships.

Students considered for financial aid must apply using the Free Application for Federal Student Aid (FAFSA) found at www.fafsa.ed.gov. Some financial aid resources require a student to submit additional application materials; scholarships, for example, might have a completely separate form to submit to the funding agency. The Financial Aid Office is not responsible for the application process of outside resources like non-college scholarships, although all students are encouraged to apply for scholarships that might contribute to their financial resources while attending college.

Prior to release of any eligible FSA Title IV funds & at the time awards are to be paid the Financial Aid Office will check a student's enrollment & continued eligibility through the Registrar's Office. Changes in a student's enrollment or program may cause delays or removals of any scheduled disbursement(s). All awards will be posted to the student's account at the college, and, any monies that are posted above the student's outstanding current school charges will be sent directly to the students address on file in check format via standard post. Should a student not wish to receive the payment via standard post to the address on file they must notify the business office in writing at businessoffice@unitekcollege.edu. It is important to keep the Business Office, the Registrar & the Financial Aid Office updated on with current addresses on all student accounts. Money will NOT be requested for payment of tuition or other charges earlier than three days after the start of the payment period. A student's financial aid award is based on enrollment level as of census date per semester, & any changes made prior to the census date must be addressed in financial aid prior to release of any pending FSA awards. If a student has a late-starting class due to a late enrollment it will be verified & adjusted as final attempted credits are tallied & any other such changes that may be made if deemed necessary.

Packaging

Financial aid funds usually come from more than one source. This combination of financial resources is referred to as packaging. State programs are always subject to an approved State budget. Financial aid funds may be categorized into four basic sources: federal, state, institutional, & private. Because there are too many outside private sources to list here, only Federal sources are listed below:

- Federal Pell Grant
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Parental Loan for Undergraduate Students (PLUS)

- Campus Based Programs (SEOG & Federal Work Study)

Applying for Financial Aid

The procedures required to apply for financial aid are published in this Catalog & additional information can be obtained by visiting the Financial Aid Office. There are many forms which may be required to evaluate student aid eligibility. However, a student need only apply for admission & file the Federal Application for Federal Student Aid (FAFSA) to begin application process. Additional documents may be requested to complete processing of the aid request. Students will be notified via e-mail or phone/message if additional documents are required.

- Proof of citizenship
- Proof of selective service registration
- Marriage certificate
- Verification Worksheet
- Tax returns (parent & student and/or spouse)

Verification

If your FAFSA application is selected by the U.S. Department of Education for a process called verification you will be required to submit additional information to the Student Financial Services Office in order to receive federal student aid. This selection is based on information that you provided on your FAFSA. This documentation will need to be submitted within 30 days of selection. Failure to submit this documentation will result in Title IV funding being suspended. Without the funding your tuition & fees will not be paid & you can be dismissed from your program.

Disclosures

Additional consumer & disclosure information regarding placement rates, median loan debt, cost of programs, etc. is at the the college website www.unitekcollege.edu/disclosures

Consumer Information

The Student Consumer Information Guide will direct you to all required consumer information:

https://www.unitekcollege.edu/docs/disclosures/Student_Consumer_Information_2018.pdf

Need-Based Eligibility

To be eligible to receive need-based Federal assistance, a student must:

1. Be enrolled in an eligible program of study as part-time or full-time
2. Be a S. citizen, U.S. national, or U.S. permanent resident or reside in the United States for other than a temporary purpose (supportive documentation may be required to verify residency or citizenship status).
3. Maintain satisfactory academic progress in their course of
4. Not be in default of any loan or owe a repayment on a Federal Pell Grant, FSEOG, or State Grant.
5. Demonstrate financial

Definition of Financial Need

Students are packaged for financial aid based on the student's financial need. Financial need is determined by subtracting student's Expected Family Contribution (EFC) from to the college's Cost of Attendance (COA). Aid from most Federal aid programs is awarded on the basis of financial need. The information a student reports on their Free Application for Federal Student Aid (FAFSA) is used to calculate each specific student's "Expected Family Contribution" (EFC). Eligibility for the Pell Grant Program is determined by the student's EFC. If the student's EFC is too high students, would not be eligible for Pell Grant. To ensure compliance with federal regulations, the college defines the neediest students as those whose EFC = 0.

Financial aid packages are awarded as follows:

- The Pell Grant is awarded to students who meet the federal criteria including the student's EFC. Award amounts
- The Federal Direct Subsidized & Unsubsidized Loans are awarded to all eligible students based upon the academic grade level, the amount of eligibility available for the student(s) based on prior borrowing, & the remaining need.

Cost of Attendance

Cost of Attendance (COA) components are composed of direct & indirect costs which establishes the student's unmet need for attending the college. Below is a list of cost categories utilized in calculating the full cost of attendance at the college.

Direct Costs	Indirect Costs
Tuition & Fees	Room & Board Living Expenses
Books & Supplies	Personal & Miscellaneous Expenses
Lab & Technology Fees	Transportation Costs

Direct costs are all expenses associated with direct program costs including tuition, fees, books & supplies.

Indirect costs are living expenses associated with attending school and are calculated using a monthly cost allocation for each living expense category. The school utilizes the cost of living indexes from the region and comparable costs recommended by other colleges and universities in the area. Based on this information the recommended monthly cost of attendance allocations to determine the true cost of attendance for each student. This amount is based on the student's living situation & length of the program. The student's indirect expenses may change.

To view your full cost of attendance for your program with living expenses, please go to the college's website & view the Net Price Calculator & cost of attendance allocation at:

<https://www.unitekcollege.edu/docs/disclosures/Cost-of-Attendance-Allocations-2017-2018-and-2018-2019.pdf>

Academic Grade Levels

Academic Grade Levels at the college (by clock hours & semester credits) are as follows:

Credit/Clock Hour Breakdown	Grade Level
0-24 Credits / 900 Clock hours	1
25-51 Credits / 1589 Clock hours	2
52- 76 Credits	3
77 + Credits	4

Loan amounts cannot exceed the remaining of a student’s annual loan limit at the loan level associated with their training program.

Disbursement

All Financial Aid is received by the Financial Aid Office & disbursed through the Business Office. Eligible Title IV & other Financial Aid funds will first reduce any tuition a student owes the college and, depending on the method by which the student selects, a refund of any overages will be returned by check. Checks will be mailed to the mailing address on file with the school.

Students who are Pell Grant eligible will have disbursements as follows: the first disbursement will be after the add/drop period & the second disbursement will be the first day of the following semester/semester. The first disbursement will be 50% of the student’s Pell Grant eligibility & any scholarships you may have been awarded. The remainder of the student’s financial aid (loans, SEOG, etc.) as well as the other 50% of the student’s Pell Grant will be disbursed the first day of the following semester. As students become eligible for additional aid, Unitek College will process the updates & notify the business office of the additional funds. The business office will produce refund checks on Friday of each week & all checks will be mailed to the mailing address on file with the school.

The U.S. Department of Education requires that for all first-time loan borrowers a 30-day delay from the start of semester be put in place. For alternative loans, the loan is disbursed once per semester/semester.

Withholding Aid

The college reserves the right to withhold aid from any student, at any time, who has:

- Not met the eligibility requirements or resolved the conflicts in information as it pertains to their financial aid awards;
- Not completed mandatory entrance counseling and signed the MPN/Plus MPN
- Not performed satisfactorily at the published minimal academic standards, or, due to an attendance pattern, appears to abuse the financial assistance programs. For example, financial aid could be withheld from any student who, withdraws from all classes two consecutive semesters, or, who has previously attended two or more institutions & who has not progressed satisfactorily, or, who does not appear to be pursuing degree/diploma completion, etc.

Documentation of Citizenship

To be eligible to receive Title IV, Higher Education Act assistance a student must:

1. Be a citizen or national of the United States, or
2. Provide evidence from the US Immigration & Naturalization Service that they are:
 - A permanent resident of the United States with Permanent Resident Cards or Resident Alien Cards
 - Classified as one of the eligible non-citizen categories:
 - Refugees
 - Victims of human trafficking
 - Persons granted asylum
 - Persons paroled into the US for at least one year
 - Some persons under the Violence against women act
 - Cuban Haitian entrants

Misrepresentation & Fraud

Any student found or suspected to have misreported information and/or altered documentation to increase his/her student aid eligibility or to fraudulently obtain federal funds may face loss of participation in federal financial aid programs for the current academic year and/or the remaining semesters of enrollment.

The college will investigate any allegations of misrepresentation. As per federal regulation 668.14(g), a case of fraud will be referred to the Office of the Inspector General of the Department of Education, & if appropriate, to the state or local law enforcement agency having jurisdiction to investigate the matter.

Financial Aid Administrators of Title IV programs & funds are obligated to ensure processes are in place to protect against fraud by applicants or staff. The Financial Aid Office has procedures for handling actual or suspected cases of fraud or abuse. Individuals who submit fraudulent information or documentation to obtain financial aid funds will be investigated & all cases of fraud & abuse will be reported to the proper authorities. Regulations require only that the college refer the suspected case for investigation, not that a conclusion be reached about the propriety of the conduct.

Procedures for Fraud

If a Financial Aid Officer suspects or determines intentional misrepresentation of facts, false statements, or altered documents which resulted or could result in the awarding or disbursement of funds for which the student is not eligible, the information shall be reported to the Director of Financial Aid for review & possible disciplinary action. If the Director of Financial Aid determines or suspects fraud, all information will be forwarded to the Chief Financial Officer, School President, the Office of Inspector General of the Department of Education, and/or the local law enforcement agency.

The Financial Aid Office must identify & resolve discrepancies in the information received from different sources with respect to a student's application for Title IV aid. These items include, but are not limited to:

- Student aid applications
- Needs analysis documents e.g. Institutional Student Information Records (ISIRs,) Student Aid Reports (SARs)
- Federal income tax returns

- Documents & information related to a student's citizenship
- School credentials – e.g. high school diploma
- Documentation of the student's Social Security Number (SSN)
- Compliance with the Selective Service registration requirement
- Other factors related to students' eligibility for Title IV funds

Some forms of financial aid fraud include, but are not limited to, the following:

- Forged signatures on an application, verification documentation or master promissory notes
- Falsified documents – including reporting members that are not part of your household
- False statements of income
- False statements of citizenship
- Use of fictitious names, addresses, SSNs
- False claims of independent status

Cases of fraud will be reported to the Office of Inspector General (OIG): Inspector General's Hotline:

1-800-MIS-USED

<http://www.ed.gov/about/offices/list/oig/hotline.html>

Office of Inspector General, US Department of Education, 400 Maryland Ave SW, Washington, DC 20202-1510

Payment Methods

Accepted payment methods are: cash, check, credit card, Financial Aid or private bank loans.

Student Loan Repayment

Students are responsible for the re-payment of loans plus any interest accrued. If students fail to repay any loans, income tax refunds can be withheld. Students may not be eligible to receive another student loan, financial aid or government housing assistance until the loan is paid. Semesters & schedules of loan repayment will be disclosed & discussed with the student once the lender is determined.

Delinquency & Default

Students who experience a financial hardship and/or have difficulty making their monthly student loan payments are advised to contact the Direct Loan Servicing Center immediately to discuss their financial situation, other repayment options & determine eligibility for loan deferment or forbearance. Payments received after the due date will be considered delinquent. Default occurs when delinquent payments are not received for 270 days. Students who default on a federal student loan are not eligible for additional federal financial aid, the entire unpaid amount is due immediately, & the default(s) are reported to the national credit agencies; additional repercussions could occur.

Federal Work Study (FWS)

FWS enables students who demonstrate financial need to earn aid to pay for their education expenses.

Students earn at least the current hourly minimum wage by working at the college, for nonprofit agencies or for-profit businesses. The college helps eligible students locate jobs; certain restrictions apply. Unlike traditional sources of income, FWS earnings are exempt from the subsequent year's expected family contribution calculations. Funds are allocated annually on July 1st & are limited. Due to the nature of this program, FWS awards are offered on a first-come, first-serve basis. To be considered for FWS, students must complete a FAFSA application, have an unmet need & show an interest in working part-time to be considered for FWS funds. Award ranges from \$200 to \$4500 per academic year. If interested in participating, please inquire with your Financial Aid Administrator about the program. Depending on funds availability & your qualifications, you will need to provide a resume & employment application to be considered for an interview.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG (Federal Supplemental Educational Opportunity Grant) is a campus-based federal aid awarded to Pell recipients with the most financial need. Financial need is based on a student's Expected Family Contribution received off of the student ISIR. The college will award FSEOG to those students with the lowest EFC's starting at zero.

Student Direct Loans – Subsidized & Unsubsidized

Once the FAFSA has been completed, & an EFC value defined, individual financial need will be established, & for students enrolled at least half time, they may apply for student loans. Students must maintain half-time enrollment in order to remain eligible for loans. Those with unmet financial need may receive subsidized loans (government pays interest while in school); those without need may receive unsubsidized loans (student pays interest while in school). Loan limits are federally established & may never exceed a student's cost of attendance. Student loans are deferred for six months after graduating or dropping below half-time status. An entrance & exit counseling session is required for all students who receive loans. Semesters of the promissory note, avoidance & consequences of default, student notification & responsibilities are very clearly explained. Contact the Financial Aid Office for further information.

Financial Responsibility

Students who obtain loans for their program of instruction are responsible for full repayment of these loans plus any accrued interest less the amount of any refund. Students must repay loans even if they do not complete their educational programs or are unable or choose not to get jobs after graduation. Students who fail to repay a loan will be considered in default. The federal & state government or a loan guarantee agency may take action against such a student, including applying any income tax refund to which the person is entitled to reduce the balance owned on the loan. The student may not be eligible for any other federal student financial aid at another institution or government assistance until the loan is repaid. Students receiving federal financial aid may be entitled to a refund of moneys not paid from federal financial aid funds.

Collection of Fees

In the case of a student being delinquent on payments, the following may occur:

- Phone call regarding late payment
- Alert regarding late payment
- If no payment arrangement has been made within 14 days of the original payment due date, the student

will be withdrawn from the program

- Withdrawn students are notified via certified mail.

The student is responsible for satisfying all financial obligations to the college, which may have accrued in the student's account including amounts from prior education. In a situation where the student fails to satisfy current or prior obligations, student's current enrollment will be terminated. The college reserves the right to terminate student's enrollment, certificates of completion, diplomas, degrees or assistance in board applications and/or securing of externships if student fails to meet any past, present and/or future scheduled financial obligations to the college. The college shall not be held liable if student fails to secure any third party funding source. Student acknowledges their financial obligations are strictly the responsibility of student and/or any co-signer but never the college. Furthermore, the college is not responsible to provide student with reminders and/or invoices of upcoming due dates for payments on student's account. Any invoices and/or reminders sent to student by the college are sent as a nonobligatory courtesy.

Miscellaneous Fees

- Checks returned for insufficient funds - \$25
- Late Fee - \$10
- Installment Fee - \$150
- Interest - varies
- Transcript Fee - \$5 to \$2

The college checks to confirm if finances are up to date at the following intervals:

- Nursing Programs - At the end of each semester
- Allied Health & Technology Programs - Near the midpoint of the program (after 3 courses)

SCHOLARSHIPS & DISCOUNTS

Clinical Educational Scholarship

The college may allow discounts to qualified employees of institutions providing clinical education experience to students. The size, availability, terms & conditions of these discounts are subject to change from time to time. For complete details please contact the Admissions department. This scholarship is capped at \$150,000 (effective 8/24/20) annually across all Unitek College Campuses.

BSN Alumni Scholarship

This scholarship is available to graduates of Unitek College's Vocational Nursing (VN) program who enroll in Unitek College's pre-licensure Registered Nursing (RN) program: The Bachelor of Science in Nursing (BSN) program. This scholarship is awarded based on financial need & requires the completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as:

$$\text{Cost of Attendance} - \text{Estimated Financial Assistance} - \text{Expected Family Contribution}$$

This scholarship cannot be used in conjunction with any tuition reduction programs or create a credit balance on any student's account. In the event a credit balance is created resulting from the Alumni Scholarship, the scholarship will be reduced to remove the credit balance. Applications for this scholarship will be completed during the enrollment process into the RN program.

VN Alumni Scholarship

This scholarship is available to graduates of the college's Medical Assisting Diploma program who enroll in the college's Vocational Nursing (VN) program. This scholarship is awarded based on financial need & requires the completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as:

$$\text{Cost of Attendance} - \text{Estimated Financial Assistance} - \text{Expected Family Contribution}$$

This scholarship cannot be used in conjunction with any tuition reduction programs. Applications for this scholarship will be completed during the enrollment process into the VN Diploma program.

VN Prerequisite Course Scholarship for Veterans

This policy and process applies to all veterans, discharged in any status other than dishonorable, who enroll in the Vocational Nursing (VN) Prerequisite course. Once a student has notified the Institution that he/she is an eligible veteran and enrolls into the VN Prerequisite course, the Financial Aid Administrator will collect required documents and package the student with the VA Tuition Discount. The discount amount will be for the tuition amount reflected on the Enrollment Agreement and the Registration Fee. The

student will still be responsible for Books/Supplies and all other fees. The discount can be applied a maximum of two times per student.

RN-to-BSN Alumni Scholarship

Graduates of the college’s previously-offered Associate of Science in Nursing (ADN) program who pass the NCLEX-RN exam are eligible for a discount of 25% off the tuition of the college’s RN-to-BSN program. Tuition cost & discount savings are listed as follows:

BSN (61 semester credits)	Full-time	Half-time	Less Than Half-time
Semester 1	\$ 3,800	\$ 2,500	\$ 1,800
Semester 2	\$ 3,800	\$ 2,500	\$ 1,800
Semester 3	\$ 3,800	\$ 2,500	\$ 1,800
Semester 4	\$ 3,800	\$ 2,500	\$ 1,800
Semester 5	\$ 3,800	\$ 2,500	\$ 1,800
Semester 6		\$ 2,500	\$ 1,800
Semester 7		\$ 2,500	\$ 1,800
Semester 8		\$ 2,500	\$ 1,800
Semester 9		\$ 2,500	\$ 1,800
Semester 10		\$ 2,500	\$ 1,800
Semester 11			\$ 1,800
Semester 12			\$ 1,800
Semester 13			\$ 1,800
Semester 14			\$ 1,800
Semester 15			\$ 1,800
Total	\$ 19,000	\$ 25,000	\$ 27,000
<i>25% Alumni Discount</i>	<i>\$ (4,750)</i>	<i>\$ (6,250)</i>	<i>\$ (6,750)</i>
Cost after Alumni Discount	\$ 14,250	\$ 18,750	\$ 20,250
Enrollment Status	Tuition Per Semester	Alumni Discount	After Discount
Full-time (12 to 18 credits)	\$ 3,800	\$ (950.00)	\$ 2,850.00
Three Quarter-time (9 to 11.5 credits)	\$ 3,200	\$ (800.00)	\$ 2,400.00
Half-time (6 to 8.5 credits)	\$ 2,500	\$ (625.00)	\$ 1,875.00
Less- than Half-time (0.5 to 5.5 credits)	\$ 1,800	\$ (450.00)	\$ 1,350.00
Total Credits for Program	61		

Students may qualify for both scholarship opportunities & can save up to \$7,750 – \$9,750 depending on enrollment load into the BSN program.

Conditions of Eligibility:

1. The student must remain enrolled & graduate from the BSN program. In the event the student drops from the program, the student will lose eligibility for the scholarship and/or discount.
2. Student must complete the financial aid process and/or secure funding to pay for the entire cost of the program less the scholarship and/or discount.
3. Student must have an account in good standing to qualify for the scholarship and/or discount. Failure to

maintain financial obligations may disqualify the student from participating in the scholarship/or discount & cause the student to be dropped from the program.

4. Student must maintain Satisfactory Academic Progress as specified in the academic catalog to remain eligible for the scholarship and/or discount.
5. Students are responsible for all books, supplies, & fees associated with the program.

For questions about these opportunities, financial aid or the RN-to-BSN program, please contact your Online Financial Aid Administrator.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) & PERSONALLY IDENTIFIABLE INFORMATION (PII)

The Family Educational Rights & Privacy Act (“FERPA”) afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect & review the student’s education records within 45 days after the day the Unitek College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Unitek Registrar will make arrangements for access & notify the student of the time & place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to have records amended should submit a written form, available from the Registrar, clearly identifying the part of the record the student wants changed & specifying why it should be changed. The student should also identify the school official responsible for the record, if known. If Unitek decides not to amend the record as requested, the Unitek Registrar will notify the student in writing of the decision & the student’s 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.
3. Personally Identifiable Information: the right to provide written consent before the university discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. Unitek may disclose education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Unitek College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel & health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Unitek College who performs an institutional service of function for which the school would otherwise use its own employees & who is under the direct control of the school with respect to the use & maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Unitek College.

Under FERPA, Unitek College may also disclose PII from the education records to the following parties without obtaining prior written consent of the student for the following purposes:

- Information the school has designated as “Directory Information” to the general public;
- Other schools to which a student is transferring or seeks to enroll;
- Specified federal or state officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid for the student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations carrying out their functions;
- Appropriate officials in cases of health & safety emergencies;

- Appropriate parties in order to comply with a judicial order or lawfully issued subpoena; State & local authorities, within a juvenile justice system, pursuant to specific state law;
 - The parent or legal guardian when the student is a dependent, when the student is under the age of 21 & is in violation of any laws governing the use of alcohol or a controlled substance, or when the student is accompanied by their parent to a meeting with a college official;
 - Appropriate parties, including parents, when a significant threat to the health or safety of a student or other individuals exists;
 - The final results of a disciplinary hearing based on a crime of violence or a non-forcible sex offense, under certain circumstances.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Unitek College to comply with the requirements of FERPA. The name & address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202
5. **The right to limit the release of Directory Information.** “Directory Information” is information contained in a student’s education record which would not generally be considered harmful or an invasion of privacy if disclosed. Under FERPA, Unitek College may release Directory Information about its students. The following is information that the college considers Directory Information:
- Name
 - Unitek Student Identification Number
 - Address
 - Phone Number
 - Email Address
 - Birthdate
 - Enrollment Status
 - Date of Graduation
 - Degrees & Honors Received
 - Major or Field of Study
 - Attendance Dates
 - Most Recent School Attended
 - Participation in Officially Recognized Activities
 - Photographs

You have the right to limit the disclosure of Directory Information. Please follow the instructions through your Unitek Student Portal or ask the Registrar for assistance. Unitek College must receive your request to limit the disclosure of Directory Information within 45 days of the start of your course or program. However, please carefully consider the consequences of any decision to limit disclosure. For instance, if you choose to withhold disclosure of your name or degree, your information will not appear in the commencement program or honor rolls. Should you later choose to release this hold, you may do so at any time.

STUDENT CODE OF CONDUCT

Professional conduct is behavior that reflects favorably on the student, the college, and the profession for which the student is training. Unprofessional conduct includes, but is not limited to:

- Verbal and physical altercations
- Lying, cheating, and plagiarism (see the Plagiarism Policy in this catalog)
- Sexual harassment
- Vulgar and offensive language or actions
- Disruptive classroom behavior
- Threats of violence
- Possession of weapons, illegal drugs, or being under the influence of alcohol or illegal drugs
- Any action that violates state/federal law or the policies of an externship or clinical facility

All students must conform to federal, state, and local laws. They must respect the rights of others and conduct themselves in a manner conducive to the educational purposes of the college. Certain activities are not considered appropriate on a campus and are prohibited by the administration of the college. No smoking or eating is permitted in classrooms, halls or labs. Being in possession of weapons, drinking or being under the influence of alcoholic beverages or controlled substances on the school's campuses or any of our affiliate clinical sites is prohibited. A student may be suspended from training to allow the college to conduct an investigation, or to cooperate in the investigation conducted by law enforcement or other agencies if unprofessional or illegal behavior is suspected. Additionally, students are expected to comply with requests for interview which arise during investigation proceedings. Refusal to do so may result in disciplinary action, up to and including dismissal from his/her program.

Please note as a Federal Title IV approved school under the United States Department of Education, the college must adhere to all Federal Laws. The use of marijuana is illegal by Federal Law and students found positive will be withdrawn from the program with or without a medical marijuana prescription.

The college will be the sole judge of the quality of evidence revealed during the investigation and the sole judge of what constitutes unprofessional conduct. A student who is determined by the college to have violated the standards of professional conduct will be terminated.

This code of conduct applies to any written or verbal communications on or off campus, including the internet or social media.

BULLYING & HARASSMENT

The college believes that a safe & healthy school environment increases student attendance, promotes student engagement, & supports academic achievement. Accordingly, no student should engage in any form of behavior that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of College programs or services. Bullying or harassment will not be tolerated at the college.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet or cell phone) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress & may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying & harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy.

By means of example only, bullying & harassment can take the following forms:

1. Physical: pushing, shoving, kicking, poking, and/or tripping another; assaulting or threatening a physical assault; damaging a person’s work area or personal property; and/or damaging or destroying a person’s work product.
2. Verbal/Written: ridiculing, insulting or maligning a person, either verbally or in writing; addressing abusive, threatening, derogatory or offensive remarks to a person; and/or attempting to exploit an individual’s known intellectual or physical vulnerabilities.
3. Nonverbal: directing threatening gestures toward a person or invading personal space after being asked to move or step away.
4. “Cyber bullying”: bullying using an electronic form, including, but not limited to, the Internet, interactive & digital technologies, or mobile phones.

The scope of this policy includes the prohibition of every form of bullying, harassment, & cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of the College program.

Students who are the target of bullying or students, instructors, & staff who have witnessed bullying should report the abuse to the class or clinical instructor & also to the Campus Director, Program Director, and/or

the Academic Dean. Instructors receiving a complaint or witnessing bullying are required to make a report to the Campus Director, Program Director, and/or the Academic Dean. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Oral reports shall also be considered official reports. If a student or staff member feels that he or she is the target of cyberbullying, the student or staff member is encouraged to save & print any messages or other posts sent to them that they feel constitutes cyberbullying & to include that as evidence. Students reporting bullying or harassment should be directed to contact WellConnect if they are experiencing any emotional or physical distress.

Upon receiving a report either directly from the target of bullying, a witness of bullying, or from a teacher or staff member, the Campus Director, Program Director, and/or Academic Dean must initiate a prompt & diligent investigation. All interviews of witnesses, the victim, & the accused shall be conducted separately. During an investigation, all individuals involved must, to the extent reasonably possible, maintain the confidentiality of the proceedings & the names of the complainant & students involved.

The Campus Director, Program Director, and/or Academic Dean shall decide the appropriate way to address the bullying behavior if the investigation has proven that a student has engaged in bullying or harassment in violation of this policy. Interventions & consequences will be equal to the severity of the violation. The intervention & discipline plan will be based on the particular characteristics of the situation to ensure that the plan remedies the bullying, decreases chances of retaliation, & helps rehabilitate the student who has engaged in bullying behavior, if appropriate. Consequences & appropriate remedial actions for a student who commits an act of bullying may range from behavioral interventions & education up to & including probation, suspension, dismissal from the program, and/or referral to law enforcement.

Intentionally false reports, illegitimate use of the complaint process, or making knowingly false statements to defame a fellow student or staff member will result in disciplinary consequences. Additionally, retaliation against a complainant or any individual involved in the investigation of a bullying situation, either by the student who has allegedly engaged in bullying behavior, the friends of the student who allegedly engaged in bullying behavior, or any other individual, is strictly prohibited & is grounds for discipline.

Students who are found to have engaged in bullying may appeal the finding by filing a complaint with the Grievance Committee as per policy.

DRUGS & ALCOHOL

The college is committed to maintaining a campus free of drugs & alcohol for students & employees in accordance with the requirements of the U.S. Drug-Free Workplace Act of 1988.

The unlawful possession, use or distribution of any illicit drug or alcohol by students on campus property or at college activities or events is prohibited. Use of drugs or alcohol may pose significant health risks including hangovers, blackouts, general fatigue, impaired learning, dependency & death.

The college strives to create a safe, disciplined, & drug & alcohol free school that is conducive for students to achieve high academic standards while in attendance at the school. In order to foster the environment of learning the school allows no use or distribution of illicit drugs or alcohol on campus or at any campus events. Advertising or the promotion of alcohol or alcohol events are banned from the school premises.

According to the American Council for Drug Education, alcoholism is the habitual abuse & addiction to alcohol & alcoholic beverages. This chronic condition affects more than 10 million Americans, claiming the lives of 100,000 each year. An estimated 4.5 million young adults under the age of 24 are alcoholics, with alcohol-related accidents noted as the primary cause of death during adolescence. The disease of alcoholism is very debilitating & ravages an individual's physical as well as mental health. There are signs or behavioral indicators to alert concerned family or friends of potential alcoholism. A copy of the complete Drug Free Campus Policy can be found online at: <http://www.unitekcollege.edu/disclosures/policies>.

SMOKING & TOBACCO USE

Tobacco use is the number one cause of preventative disease and death in the United States. The Surgeon General has concluded that there is no risk-free level of exposure to secondhand tobacco smoke. The United States Environmental Protection Agency (EPA) has found secondhand tobacco smoke to be a risk to public health, and has classified secondhand smoke as a group A carcinogen, the most dangerous class of carcinogen. Tobacco smoke is hazardous to smokers and non-smokers alike. To promote a safe and healthy campus environment, the college has adopted this tobacco and smoke-free policy.

Policy

Smoking, including the use of electronic smoking devices, and the use of smokeless tobacco products are prohibited on all property locations owned, leased, licensed, or otherwise controlled by the college. Smoking, including the use of electronic smoking devices and smokeless tobacco products, are prohibited in all vehicles owned by the college and at any event or activity on campus property. Furthermore, the use of nicotine products or nicotine delivery systems that have not been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation product are prohibited in all spaces where smoking and tobacco use are prohibited. Products covered under this policy include, but are not limited to, cigarettes, cigars, pipes, water pipes (hookah), electronic smoking devices such as electronic cigarettes and electronic hookahs, chewing tobacco, spit tobacco, snus, snuff, and dissolvable tobacco products.

Cessation

For individuals interested in quitting smoking or smokeless tobacco use, free cessation resource information and services will be made available. Additionally, for help quitting contact the California Smokers' Helpline at 1-800-NO-BUTTS or www.californiasmokershelpline.org, or the Nevada Tobacco Quitline at 1-800-QUIT-NOW (800-784-8669) or www.nevadatobaccoquitline.com.

Definitions:

WHAT IS A TOBACCO AND SMOKE FREE CAMPUS?

All facilities, property, and vehicles, owned or leased, regardless of location. Smoking and the use of tobacco products shall not be permitted in any enclosed place, including, but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, or community areas. Smoking and the use of tobacco products shall also be prohibited outdoors on all campus property, including, but not limited to, parking lots, paths, fields, and any sports/recreational areas. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit. "Smoking," means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, hookah, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or in any form. This includes all e-cigs, vaporizers, or electronic delivery systems.

WHAT IS A TOBACCO PRODUCT?

"Tobacco Product" means any substance containing tobacco leaf, including but not limited to, cigarettes, cigars, pipe tobacco, hookah tobacco, snuff, chewing tobacco, dipping tobacco, bidis, blunts, clove cigarettes, or any other preparation of tobacco; and any product or formulation of matter containing biologically active amounts of nicotine that is manufactured, sold, offered for sale, or otherwise distributed with the expectation that the product or matter will be introduced into the human body by inhalation; but

does not include any cessation product specifically approved by the U.S. Food and Drug Administration for use in treating nicotine or tobacco dependence.

“VAPING”

Vaping includes the use of an electronic smoking device such as an electronic cigarette (e-cig, or e-cigarette), personal vaporizer or electronic nicotine delivery system (ENDS) which creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device that delivers “e-liquids” or other potentially harmful chemicals.

ACADEMICS: GRADING

Faculty post grades within 72 business hours of receiving assignments (24 business hours is preferred). Final grades for courses are provided to the Program Director within 3 working days after their completion. The Program Director will ensure that grades are posted in a timely manner.

Student Individual Conference

Students may request individual conference times with faculty members to review exams/assignments and receive feedback and referrals. Conferences should be scheduled within one week of the exam or assignment. All conferences must be scheduled prior to the end of the course. All faculty will have posted office hours and may be available by appointment.

Remediation

Please see program-specific remediation policies provided by Faculty after the start of a program.

Grade Appeals

Students have the right to formally appeal the final grade in a course when he/she has a legitimate basis for the appeal. Appeals are limited to situations in which the student believes the grade was a mistake in calculation, demonstrable bias, gross negligence, or misapplication of stated criteria. The following steps should be taken to appeal the final grade in a course:

Step 1: The written appeal must first be directed to the instructor of the course within 5 days following the receipt of the final grade. It is the responsibility of the student appealing a grade to base the appeal on clear and substantive grounds. Appeals based on a desire to improve a grade through additional work or re-testing are not acceptable. If, after the student has consulted with the instructor, the appeal cannot be resolved, proceed to step 2.

Step 2: Student should appeal in writing to the Program Director within 5 days of the appeal meeting with the instructor. An informal meeting will be arranged to hear both sides of the complaint and attempt to resolve the matter through a negotiated settlement. The decision of the Program Director is final.

Course Completion / Incomplete Grades

An Incomplete (I) grade is only intended to be used as an interim course mark. A grade of "I" signifies that not all of the required coursework was completed to allow for a final grade to be determined at the end of a course. An Incomplete (I) grade may be assigned in situations where a student is in good academic standing, completed at least 75% of the course requirements, but has a permissible reason for not completing all requirements prior to grade reporting time. Students who have been granted an Incomplete (I) grade will have seven (7) calendar days from the last day of the course to complete all required coursework. If the student does not submit the required course work within the allotted time, the final course grade will be reverted from an "I" grade to the "F" grade. An Incomplete (I) grade may also be assigned in situations where a student has failed his/her exit exam. Students will be given twelve (12) weeks from the last day of the Professional Development course to remediate and retake the exit exam.

Make Up Work

A student is responsible for all work assigned and missed during an absence, and, it is the responsibility of

the student to contact the faculty member for any available make-up work; in periods of extended absence contact should be attempted prior to the missed classes. A student anticipating an absence, for any reason, should notify the appropriate academic administrator to ensure they are eligible for make-up work. For the nursing programs there are additional criteria, please see the nursing student handbook for further details.

Allied Health & Information Technology Programs

Courses contain various scoring parameters such as professional development, class participation (e.g. oral Q&A sessions and projects), skills demonstrations, quizzes, and exams. The maximum possible score in each category may differ based on the program or course. At the completion of a course or program the total score earned by a student is divided by the maximum possible score to arrive at the percentage received by that student. This percentage is converted to a letter grade using the scale below:

PERCENTAGES	GRADE	GRADE POINTS
90% & Above	A	4.0
80% – 89.99%	B	3.0
70% – 79.99%	C	2.0
69.99% or below	F	0

At the end of each course, students receive a cumulative grade point average (CGPA) which is the average of the grades for all courses completed in the program. The equivalent grade points from the grading table above are used to calculate the CGPA. For example, if a student completes 3 courses with grades of A, A, and C, the CGPA is calculated as follows: $CGPA = (4.0 + 4.0 + 2.0) / 3 = 10/3 = 3.33$

Vocational Nursing Diploma Program

An average of 75% is the minimum required for passing any course. The college does not round grades to the near decimal point.

CONVERSION OF NUMERICAL TO LETTER GRADE ARE AS FOLLOWS:

PERCENTAGES	GRADE	GRADE POINTS
90% & Above	A	4.0
80% – 89.99%	B	3.0
75% – 79.99%	C	2.5
74.99% & below	F	0

Students who are unable to meet classroom requirements with a minimum average grade of 75% (C) or who receive an unsatisfactory performance evaluation in clinical will fail the course & may consequently be withdrawn from the program.

Late work may be accepted when the student makes previous, acceptable arrangements with the instructor. Late assignment submission must be graded by the Instructor & will be penalized 10% for every day that last assignment is not turned in.

Bachelor of Science in Nursing Program: on-ground courses

The grading scale for nursing differs from the grading system for other programs: a minimum score of 75% (2.5 grade points) is required to pass any course. The following grading table is used in Nursing:

PERCENTAGES	GRADE	GRADE POINTS
90% & Above	A	4.0
85% - 89.99%	B+	3.5
80% - 84.99%	B	3.0
75% - 79.99%	C	2.5
74.99% or below	F	0

Lecture courses: Most lecture courses are graded in the following manner: 90% exams, 10% written or other self-directed assignments. Students must demonstrate competence with an AVERAGE of 75% in all exams to receive the additional points available from the written assignments.

Clinical courses: Most clinical courses are graded in the following manner: 80% clinical performance, 20% written assignments. Students must demonstrate clinical competence with an average of 75% in performance to receive the additional points available from the written assignments.

Lab: All skills tested in the lab are given a grade of Pass or Fail. The student will have 3 opportunities to pass. If the skills are not passed, the student will not progress to the next level.

Nursing Programs: online courses

- The grading scale for online courses differs from that of the on-ground courses.
- An average of 75% is the minimum required for passing any module/course.
- Grades for BSN courses do not round.

Conversion of numerical to letter grade are as follows:

Percentages	Grade	Grade Points
90% & Above	A	4.0
85% - 89.99%	B+	3.5
80% - 84.99%	B	3.0

75% – 79.99%	C	2.5
74.99 % or Below	F	0.0
Withdrawn (Attendance in course is more than 25% of scheduled course hours)	W	0.0
Incomplete	I	0.0
Credit Granting	CG	0.0

Nursing (BSN) Course Progression

Nursing students must complete each course in each semester with an average of 75% or higher in order to progress to the next semester. Repeated failures in a single course or multiple courses shows the inability to master the required subject matter. Reaching one of the following failure limitations will result in dismissal from the nursing program:

1. Failure of three (3) different General Education courses
2. Failure of two (2) different Nursing Core courses
3. Failure of the same course two (2) times
4. Failure of three (3) total courses, GE and Nursing combined

ACADEMICS: HONORS PROGRAM

The College supports academic achievement and is pleased to recognize students whose performance merits such attention. Honors are bestowed as recognition of outstanding academic/attendance achievement. Program Honor status (Cum Laude, Magna Cum Laude, Summa Cum Laude) are automatically added to the official student transcript. In some instances, a student will receive a certificate, Honor cord, and/or stole.

Definitions

- **Cumulative Grade Point Average:** a calculated non-weighted value assigned to all summative assessments encompassing all courses attempted by a student within an academic program.
- **Discipline Related Absence:** an absence from a class that is related to a documented Code of Conduct violation.
- **Evaluation Period:** a period of time used to evaluate eligibility to earn an Honor award.
- **Grade Point Average:** a calculated non-weighted value assigned to all summative assessments at the end of a module or semester.
- **Honor Board:** A visible location on campus where the names of Honor recipients are posted.
- **Perfect Attendance:** zero (0) minutes absent from a course.
- **Term:** the period of time between the first day of a module/semester and the last day of a module/semester.

Valedictorian and Salutatorian

This award designation is for graduates who attend the graduation ceremony and satisfy the ranking criteria. Only students confirmed to attend the graduation ceremony are evaluated for this award.

Ranking Criteria:

1. GPA: highest earning CGPA (*documented in CampusVue*)
2. Attendance: least amount of absences (*minutes*)
3. Exit Exam Scores (*applied to programs that use an Exit Test*)

Graduates with the same outcomes on all evaluated criteria will require the recommendation of the Faculty to distinguish between the Valedictorian and Salutatorian.

Semester/Module Academic Honor Award

This award designation is for students who earn at least a 3.5 grade point average (GPA) on coursework within a single semester/module. The names of award recipients are posted to the campus Honor board after all course requirements are met and a final course grade is entered to CampusVue. A physical award may be provided by the Campus Team. Courses with a Pass/Fail grade are not considered.

Final Course Grade Criteria and Award Naming Convention:

- *Dean's List with Distinction:* GPA of 95% – 100%
- *Dean's List:* GPA of 90% – 94.99%

Perfect Attendance

For students who attend 100% of all courses spanning two consecutive terms (semesters or modules). Discipline related absences from a course, including a withdrawal (of any nature) disqualifies a student from eligibility.

Program Honors

This award designation is conferred at the time of program completion, after all program requirements are met and the student status changes to 'Graduate' in CampusVue. An Honors designation is added to the official transcript. A physical award may be presented during a graduation ceremony. Students who have not graduated but are permitted to attend the graduation ceremony are not eligible to receive a Program Honor award. The 'Graduate' status is required for this honor. Naming Conventions:

- Summa Cum Laude: awarded to a graduate for earning a cumulative GPA of 3.900 or higher
- Magna Cum Laude: awarded to a graduate for earning a cumulative GPA of 3.700-3.899
- Cum Laude: awarded to a graduate for earning a cumulative GPA of 3.500-3.699

As part of the Honors program, the College may post a student's name on the campus Honors Board in a visible showcase, on campus, within five days of a term end date. If you wish to withhold your name from the list, please notify your program director in writing. Additionally, the campus may announce your award status as either Summa Cum Laude, Magna Cum Laude, or Cum Laude in the printed graduation program or during the graduation ceremony. Again, if you wish to be excluded from the Honors program, please notify your program director in writing.

ACADEMICS: SATISFACTORY ACADEMIC PROGRESS

Regardless of Full Time or Part Time status, Degree or Diploma program, or Financial Aid support level, all students are expected to maintain satisfactory academic progress (SAP) while enrolled at the college. To maintain SAP, a student must meet the following criteria:

Cumulative Grade Point Average (CGPA)

Achieve a cumulative GPA of 2.5 (equivalent to 75%) in Nursing Programs (including online/distance education), or 2.0 (equivalent to 70%) for all other programs, each time SAP is evaluated.

Pace of Completion (POC)

Achieve a minimum Pace of Completion rate of 67% for all programs. POC is calculated by dividing the credits earned by the credits attempted. Only those credits required in the student's program of study, including credits that were transferred from other approved institutions, & proficiency credits earned, are used in the POC calculation. If a Pace of Completion calculation yields a fractional percentage (e.g., 66.7%), the school will round up to the nearest whole number/percentage. As with the determination of CGPA, the pace of completion requirement will be evaluated at the end of each grading period after grades have been posted to determine if the student is progressing satisfactorily. The Pace of Completion for part-time students will be evaluated based on the part-time requirements for the program.

Maximum Timeframe

There is a maximum timeframe in which students must graduate. For undergraduate programs measured in credit hours, the maximum timeframe is 150 percent of the total credits of the program. For an undergraduate program measured in clock hours, the maximum timeframe is 150 percent of the published length of the program as evaluated by the cumulative number of clock hours the student is required to complete as expressed in calendar time. Please note that a student in a clock hour program cannot receive federal financial aid for hours beyond those in the program; the maximum timeframe applies to the amount of calendar time the student takes to complete those hours.

Effect of Incompletes, Withdrawals, Repetitions, & Transfer Credits on CGPA & Pace of Completion:

ALL PROGRAMS		EFFECT ON SAP			
Letter	Percentage Code	Incl. in Credits Earned	Incl. in Credits Attempted	Incl. in GPA	Quality Points
I	Incomplete	No	Yes	No	N/A
TC	Transfer Credit	Yes	Yes	No	N/A
W	Withdraw	No	Yes	No	N/A
**	Repeated Course	Yes	Yes	Yes	N/A

Effect of Transfer Credit on SAP

Transfer credit awarded by the college has no effect on CGPA calculations for SAP but does affect the

Pace of Completion calculation. Transfer Credits are included in maximum timeframe calculations.

Effect of Program Change on SAP

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

Effect of Grade Change on SAP

In the event a grade change is submitted outside the normal grade change period, a recalculation of SAP may be performed.

SAP WARNING

If a student has not met the minimum SAP requirements, the student will be placed on SAP Warning. A school official will conduct an advising session when a student is placed on SAP Warning. The student will then be given an advising form indicating risk of probation, how long the status will last, and the conditions to be met to avoid being placed on SAP Probation.

Additionally, an SAP Warning letter will be mailed or emailed to the student which informs the student that s/he did not maintain satisfactory academic progress towards the completion of his/her program of study during the most recently completed payment period or semester. The letter also informs the student that s/he is eligible to receive financial aid (if applicable) for the next payment period or semester. However, if the student fails to make satisfactory progress by the end of that payment period or semester, s/he will be placed on SAP Probation & lose financial aid eligibility.

SAP PROBATION

If a student has not met the minimum SAP requirements for either two consecutive payment periods or two consecutive semesters, the student will be placed on SAP Probation. If the student is a financial aid recipient, financial aid is suspended at that time.

Maximum Probation Periods

A student may remain on academic probation no longer than one semester in Pre-Licensure Nursing Programs, & no longer than 2 semesters in Post-Licensure Nursing Programs. For Allied Health & Technology Programs, a student may remain on academic probation no longer than two courses.

Since a student must pass all courses within a semester or term in order to continue onto the next semester or term, a student may be terminated prior to the probation period ending. This will only occur if the student's grades drop below a point where there is no possible way for the student to pass the course. Students who do not achieve SAP by the end of the maximum probationary period will be withdrawn from their program.

All students placed on SAP Probation will develop a remediation plan with the assistance of their advisor, faculty, Program Director or authorized designee. All remediation plans include specific outcomes & a timeline.

Additionally, a SAP Probation letter will be mailed to the student notifying him/her that s/he is not making satisfactory progress towards completion of his/her program of study. The letter will also provide the

student with instructions on how to appeal the suspension of financial aid eligibility (if applicable), as well as the deadline for submitting the appeal.

Appealing Suspension of Financial Aid Eligibility (if applicable)

Students have the right to appeal the suspension of financial aid eligibility within 10 days from the date on the SAP Probation letter. The appeal form is available in the Registrar's Office or in the student services guide. The appeal should include an explanation, & supporting documentation, of any circumstances that prevented the student from maintaining SAP throughout the semesters in question. Examples of such circumstances are: death of a relative of the student, severe personal injury or illness of the student, & other special circumstances that have a causal link to the deterioration in academic performance. The appeal will be reviewed by a committee which will include the Financial Aid Director, among others, & the student will be notified of the result by a letter mailed to the student's address on file. The appeals committee's decision is final & non-appealable.

Reinstatement of Financial Aid Eligibility (FA Probation)

If the appeal is approved, the student will be placed on Financial Aid Probation for one payment period or semester at the end of which SAP is re-evaluated. If SAP is not met, financial aid will again be suspended.

Reinstatement of Financial Aid Eligibility (FA Probation)

If the appeal is approved, the student will be placed on Financial Aid Probation for one payment period or semester at the end of which SAP is re-evaluated. If SAP is not met, financial aid will again be suspended.

FREQUENCY OF SAP EVALUATIONS

Non-Term Programs: in the Information Technology program, SAP is officially evaluated at the end of the 4th module & upon graduation. For Medical Assisting, Dental Assisting & Pharmacy Technician, SAP is evaluated at the end of the 5th module & upon graduation. SAP is reviewed for academic progress advising at end of the 3rd module & prior to externship for all modular programs. The Vocational Nursing Diploma Program evaluates SAP at the end of each semester, based on scheduled hours earned.

Degree Programs: The Bachelor of Science in Nursing program, Associate of Science in Vocational Nursing program, & RN-to-BSN program all evaluate SAP at the end of each semester.

ACADEMICS: APPEALS & GRIEVANCES

The College upholds the fundamental values of honesty, respect, fairness, and accountability, which fosters a learning environment with academic integrity at the forefront. The College also understands there may be instances when a student disagrees with an academic decision or action resulting from a violation of policy and/or standard of academic integrity. To address these grievances, the School allows a process for students to appeal the School's decision. An appeal may be made for specific reasons defined by the Schools' Academic department, and all decisions made as a result of an appeal are final.

Regarding an appeal for grades, the grievance and appeal process applies to final course and module grades, and students may file a grievance and appeal for personal extenuating circumstances only. As clarification, a student may not file a grievance and appeal on behalf of his/her class. Additionally, disagreement with an established school policy is not a valid reason for grievance and appeal.

Level 1 - Informal Appeal

- The student may initiate a **Level 1** appeal by contacting the faculty member or individual with whom the grievance arose as soon as the discrepancy has been identified.
- An effort to resolve the matter informally should be made.
- If the matter cannot be resolved at this level, the student may request a **Level 2** appeal in writing and provide the written request to his/her Program Director within two (2) business days.

Level 2 - Formal Appeal

- The student may initiate a **Level 2** appeal by contacting the Program Director, in the manner described above, if the grievance is not resolved during **Level 1**.
- The Program Director will determine if the grievance and appeal request is in accordance with policy requirements.
- If the grievance and appeal request is determined to not be in accordance with School policy (invalid), the request will be denied, and the student will be notified by the Program Director.
- If the grievance and appeal request is determined to be in accordance with School policy (valid), the Program Director will enlist the respective faculty member(s) and/or the Team Lead to review the appeal request.
- The Program Director will communicate the outcome of the **Level 2** review to the student within one (1) business day of the appeal request being received.
- If the matter cannot be resolved at this level, the student may request a **Level 3** appeal in writing within two (2) business days to the respective Associate/Assistant Dean or Regional Dean.

Level 3 - Campus Appeal Hearing

- A **Level 3** appeal may only be initiated if a **Level 2** appeal was attempted but did not resolve the grievance.
- The student may initiate a **Level 3** appeal by submitting the request for an Appeal Hearing in writing to the respective Associate/Assistant Dean or Regional Dean as outlined above.
- The Associate/Assistant Dean and/or Regional Dean will investigate the request thoroughly, including

interviewing all individuals involved and reviewing all documents that relate or may potentially relate to the student's grievance.

- The original decision will stand if after review of the information, the Associate/Assistant Dean and/or Regional Dean determines that the request for appeal was thoroughly addressed during the **Level 2** appeal process and the outcome was justified.
- If the Associate/Assistant Dean and/or Regional Dean concludes that the student has grounds for a **Level 3** appeal, a Campus Grievance and Appeal Committee hearing will be scheduled as soon as possible but no later than one (1) business day from the receipt of the written appeal request. The Committee may consist of the following individuals but is subject to change based on the availability of staff and/or faculty members:
 - Associate/Assistant Dean and/or Regional Dean (Committee Chair)
 - Program Director
 - Campus Director
 - One full-time faculty member from the student's respective program (not involved in the Level 1 or 2 appeal)
- Following the Committee's hearing (and the review by the CAO or SVP of Allied Health, and VP of Student Financial Services, as applicable), the Associate/Assistant Dean or Regional Dean will provide the student with a written summary within one (1) business day of the hearing and any advising/action plan determined by the Committee.
- A copy of the signed advising/action plan is placed in the student's file and a copy is provided to the student. A scanned copy is uploaded to their CVUE file.
- If the matter cannot be resolved at this level, the student may request a **Level 4** appeal in writing to the Chief Academic Officer (CAO) or SVP of Allied Health for review within one (1) business day.

Level 4 - Appeal to the Chief Academic Officer or SVP of Allied Health

- A **Level 4** appeal may only be initiated if a **Level 3** appeal was performed but did not resolve the grievance.
- The student may initiate a **Level 4** appeal by submitting his/her written appeal request to the Chief Academic Officer (CAO) or SVP of Allied Health for review.
- The Chief Academic Officer (CAO) or SVP of Allied Health will investigate the request thoroughly, including interviewing all individuals involved and reviewing all documents that relate or may potentially relate to the student's grievance.
- The original decision will stand if after review of the information, the Chief Academic Officer (CAO) or SVP of Allied Health determine that the request for appeal was thoroughly addressed during the **Level 3** appeal process and the outcome was justified.
- If the Chief Academic Officer (CAO) or SVP of Allied Health conclude that the student has grounds for a **Level 4** appeal, the Chief Academic Officer (CAO) or SVP of Allied Health office will schedule an appointment with the student, and all information related to the appeal request will be reviewed. A written summary is communicated within one (1) business day of the review.
- All decisions made by the Chief Academic Officer (CAO) or SVP of Allied Health are final, and **Level 4** appeal is the last step in the appeals process provided by the College.

If the final decision by the Chief Academic Officer (CAO) or SVP of Allied Health does not resolve the grievance, the student may submit an appeal to the following applicable agencies:

- Accrediting Commission of Career Schools and Colleges (ACCSC): 2101 Wilson Blvd., Suite 302, Arlington, Virginia 22201
 - A complaint form and description of ACCSC's complaint process is available online here: <http://www.accsc.org/Student-Corner/Complaints.aspx>

Dental Board of California (DBC) 2005 Evergreen St # 1550, Sacramento, CA 95815
<https://www.dbc.ca.gov/>

- California Bureau for Private Postsecondary Education (BPPE): P.O. Box 980818, West Sacramento, CA 95798-0818
- Board of Vocational Nursing and Psychiatric Technicians (BVNPT): 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833
- Board of Registered Nursing (BRN): P.O. Box 944210, Sacramento, CA 94244-2100
- S. Department of Veteran Affairs (VA): 810 Vermont Avenue NW, Washington, DC 20420

ACADEMICS: STUDENT GOVERNANCE

The college provides students the learning experience in a democratic form of Student Governance. Students have an active role in the governance of the program. Roles of the students in the governance of the program, (including students enrolled in online courses) include but are not limited to development, review, and revision of academic program policies. The Student Class Representative process is a student elected initiative where a class elected and votes on a class representative at the beginning of the program.

This elected Class Representative is the voice of the class in all matters concerning the program and the college. All Student Class Representatives must meet the minimum qualification standards and must participate in all Student Affairs Committee meetings.

The purpose of the Class Representative is to:

- Continuously improve the student learning experience in partnership with members of the school's Student Affairs Committee by helping create solutions to student concerns
- Provide feedback and evaluation of program/courses to faculty and administration
- Act as a communication channel between staff, students, and faculty

Duties and Responsibilities:

- Attend Student Affairs Meeting on the 1st and 3rd week of each month (day to be determined).
- Gather the collective opinions/concerns of students in the cohort and present these views during the Student Affairs Meeting.
- Communicate to staff and students about student concerns and develop solutions.
- Foster the relationship between faculty and students.

ATTENDANCE POLICY

Regular class attendance is necessary to successfully complete an education program. For all programs, time spent cutting class counts towards the recorded time of absence. There are no excused absences in any program.

Add/Drop Period

The add/drop period applies to individual courses, not programs. The add/drop period for both new and continuing students enrolled in degree programs is through the first seven (7) calendar days of the beginning of a term/semester. Students must submit their request to their respective Campus Program Director or Registrar's office on or before the last day of the add/drop period. There is no add/drop period for non-degree programs or individual courses enrollments.

Tardiness & Early Departure: Students arriving late for or leaving early from any Lecture, Lab or Clinical course will have their missing class time counted towards their record of time of absence.

School Discretion: Students may be dismissed from class for a day, or longer, if the student's continued presence is determined to be either disruptive (e.g. due to a violation of the Student Code of Conduct) or a serious health risk to others present. Such determination can be made by an Instructor, Program Director, and/or a Supervisor or Preceptors at one of the school's Clinical or Externship sites. Absences due to such a determination will be recorded and will count towards the student's attendance record.

Clinical Rotations in Pre-Licensure Nursing Programs

Clinical rotations occur throughout the program while the didactic portion is being taught. Specific assignments & locations are provided to students prior to the rotations beginning. Length of shifts & sites of clinical rotations vary and include applicable meal breaks; there are required morning, afternoon, evening, & weekend clinical experiences that may change with limited notice. Students are responsible to have dependable transportation to meet the demands of clinical rotations. Please refer to the nursing handbook & program calendars provided on the first day of class for specific guidelines. Please note that clinical assignments are based on educational criteria, not carpooling or other considerations; it is the student's responsibility to have reliable transportation to attend all clinical assignments.

Vocational Nursing (VN) Program

Students in the Vocational Nursing program will be terminated from the program if absences exceed a total of 3,360 minutes. Additionally, Vocational Nursing students are required to make up any and all absences in their current term before starting the next term. Due to the complexities involved in scheduling off-campus clinical instruction, the College cannot guarantee a student's ability to make up such "clinical absences". There are no excused absences in the program.

Clinical Grace Periods: Each VN student is allowed two Clinical Grace Periods during the program, each of which enables the student to be up to 15 minutes and zero seconds (15:00) late for a day of off-campus clinical instruction without that time counting towards the student's absent time. After two such Clinical Grace Periods are used by a student, any further late attendance of up to 15 minutes on an off-campus clinical day will count as a full 15 minutes absence.

For cohorts starting after April 1, 2019, the following additional requirements must be met:

- Dismissal from the program will occur when a student misses any scheduled off-campus clinical instruction after already missing:
 - 1 full day of off-campus clinical instruction during Term 1, or
 - 2 full days of off-campus clinical instruction during Term 2, or
 - 3 full days of off-campus clinical instruction during Term 3
- Students terminated from the program for violating any of the policies included above may seek re-admittance to the program via written request to the Program Director. If a re-admittance is granted, the student will be placed on an Attendance Probation for the duration of the program. Once a student is placed on Attendance Probation, dismissal from the program will result when a student misses more than:
 - 960 minutes in any one Term, from any combination of courses in that Term, or
 - 1 full day of off-campus clinical instruction during Term 1, or
 - 2 full days of off-campus clinical instruction during Term 2 or Term 3

Allied Health & Technology Programs

- For on-campus courses, termination will result from fourteen (14) consecutive calendar days of non-attendance (i.e. 14 consecutive calendar days during which no valid attendance occurs). Excluded from this 14-day policy are school-scheduled holidays and non-scheduled school days based on the schools' holiday calendar. For students who have completed their final on-campus course and are waiting to begin externship, all calendar days between their last day of attendance and first day of externship count towards this 14-day policy.
- For externship courses, termination will result from fourteen (14) consecutive calendar days of non-attendance (i.e. 14 consecutive calendar days during which no valid attendance occurs). Excluded from this 14-day policy are days the campus is closed based on the campus operational calendar. Students wishing to attend externship on any day the campus is closed may coordinate such attendance with the Externship site. 100% of required externship hours must be completed to pass an externship course and graduate from the associated program.
- Termination will result when a student's total time absent from the program becomes more than 20% of the expected program length. In other words, termination from the program will occur when a student is unable to attend at least 80% of the expected program length.

Bachelor of Science in Nursing (BSN) Program

More than three (3) calendar days of absence in theory, in clinical or any combination of theory or clinical instruction will result in withdrawal from the course (W). The student may take the course at a later date based on space availability and with the RN Program Director recommendation.

Repeated failures in a single course or multiple courses shows the inability to master the required subject matter. Reaching one of the following failure limitations will result in dismissal from the nursing program:

1. Failure of three (3) different General Education courses
2. Failure of two (2) different Nursing Core courses
3. Failure of the same course two (2) times
4. Failure of three (3) total courses, GE and Nursing combined

Online Asynchronous Education (Does not apply to live/synchronous online education)

Within the first 7 calendar days after the program or course start date:

- Students who are beginning a program for the first time by taking a single online course will have their program enrollment cancelled if they do not participate via Substantial Interaction in that particular course.
- Students who are beginning a program for the first time by taking multiple online courses will have their program enrollment cancelled if they do not participate via Substantial Interaction in any of those courses.
- Students who are beginning a program for the first time by taking multiple online courses, and who successfully participate via Substantial Interaction in some courses but fail to participate in others, shall be withdrawn from those courses in which they failed to participate while remaining enrolled in those courses in which they successfully participated. Note that this could lead to a change in financial aid due to reduced credit load.

Absence in online asynchronous courses is defined as a lack of participation via Substantial Interaction, which includes uploading required assignments and engaging in the various online functions required for each course. This is in addition to completing any assignments by the assigned due date. If for any reason a student has a personal circumstance that will likely limit online participation, they must notify the Instructor and the Associate Dean/Program Director of Online Academics to discuss their options. A student who fails to attend at least 1 day of class during any 14 consecutive days of a course will be administratively withdrawn from the course and associated program.

Daily attendance for students attending asynchronous online courses is met by completing at least one “substantial interaction” within the online education system. Such interactions include:

- a submission to an assignment of either the ‘Online’ or ‘External Tool’ submission type. Submissions of the ‘External Tool’ type must have the external tool pass back a submission for students via the LTI standard to be considered a qualifying attendance event
- submissions to a Graded Quiz, Practice Quiz, Graded Survey, or Ungraded Survey
- participation (posts or replies) in a discussion for which the discussion post or reply takes place within a course. Discussion posts or replies that take place within an ungraded group discussion or as part of an announcement will not be considered a qualified attendance event

Students without at least one of the above qualifying attendance activities in their asynchronous online course will be marked as absent for the day.

DISMISSAL, WITHDRAWAL & READMISSION

Dismissal

Dismissal from a course or program can be due to, but is not limited to, the following:

- Failure or inability to continue the program (Nursing programs); failure of any 3 courses (non-nursing programs)
- Failure to return from an approved leave of absence (LOA) as scheduled
- Violation of the student code of conduct; this includes crimes and drug-related offenses
- Violation of any attendance policy

Academic Dismissal & Readmission

Academically dismissed students will have their academic file annotated to reflect the action and will be blocked from future enrollment unless the students follow the program's readmission process. Students may be dismissed for academic reasons without previous academic action, including failure to complete all program requirements within the maximum allowable time frame.

If a student is readmitted after successfully completing the readmission process, the student will re-enter on probation and be required to meet SAP at the end of the returning module or semester or be dismissed without appeal. The college will graduate students who were on probation only if the standards for SAP were met prior to being eligible for graduation.

Other Reasons for Dismissal

Students may be dismissed from the college for other reasons than those stated above if the institution determines they cannot satisfactorily meet the academic, professional, or ethical expectations, the expectations detailed in the student conduct policy, or other expectations of the program. The college reserves the right to administratively dismiss students for violations of academic honesty, student conduct standards, or clinical negligence. If a student is administratively dismissed, the student's academic file will be annotated to reflect this action and the file will be flagged to block future enrollment, except through appeal. Students retain the right to appeal, please see Grievance/Appeal Process.

Withdrawal

Students wishing to withdraw from a program must notify the school (preferably the Program Director or Registrar) verbally or in writing.

For students on an approved Leave of Absence: If a student requests and is approved for an LOA to commence during a course, the student will receive a "W" grade for that course regardless of the percentage of work completed in that course. The "W" grade will not be included in credits earned but will be included in credits attempted. Additionally, the "W" grade will not be included in the student's cumulative GPA but will be included in the student's Pace of Completion calculation. Courses for which a student receives a grade of "W" due to an approved LOA will not count toward the school's course retake limit.

Nursing Programs: Administrative Withdrawal/Probation

A student can be administratively withdrawn or placed on probation at any time during the nursing program for reasons including, but not limited to, the following:

- Failure to comply with the rules and regulations as stated in the nursing handbook
- Absences or tardiness that exceeds the days allowed in the attendance policy
- Failure to achieve the required average of 75% in any course and/or failure to meet the objectives and requirements of that course as stated in the individual course syllabi
- Failure to achieve a passing grade on clinical evaluations
Insubordination, failure to comply with college or hospital policies, including discourteous conduct to the public, patients, physicians, instructors or other students
- Dishonesty including, but not limited to, theft, cheating on tests, or any misrepresentation on applications or hospital records (including data omission)
- Possession or abuse of alcoholic beverages, narcotics, or any degree of intoxication on the premises of the college or any health care facility partner of the college, or conviction of a misdemeanor involving alcoholic beverages or narcotics
- Participation in, or being present at, gambling activities on premises of the college or any of its clinical partners
- Nonpayment of tuition and fees
- Demonstrating behavior that has jeopardized, or could have jeopardized, the health or safety of any student, staff or patient

Probationary status and conditions will be established on an individual basis after meeting with faculty and director. Students may be withdrawn without being placed on probation at the discretion of the Program Director.

Allied Health & Technology Programs

Students who withdraw from a course or program will have the status of "Withdrawal" (W) recorded on their transcript. Students who withdraw after the Last Date to Withdraw will receive a Letter Grade. If a student completes 75% or more of the course upon withdrawal, their grade is an "F". If a student completes less than 75% of the course upon withdrawal, their grade for the incomplete course will be a "W". Upon withdrawal, students will be Unregistered from any courses for which they had been registered but not yet attended. Withdrawal status remains on a student's transcript. Students contemplating withdrawing from a course are cautioned that:

- Time spent enrolled in class up to the withdrawal counts towards the maximum program completion time;
- They may have to wait for the appropriate course to be offered again;
- They must repeat the entire course from which they withdraw to receive a final
- Financial aid and/or tuition costs may be affected

Students who withdraw while registered in a set of Paired Courses (e.g. HCMA110-T & HCMA110-L in the Medical Assisting program) will receive the following results:

Paired Course 1 Attendance	Paired Course 2 Attendance	Outcome Upon Withdrawal
75% or more	>0%	"F" for both courses
>0% & <75%	>0% & <75%	"W" for both courses
None (0%)	>0% & <75%	Unregistered for Course 1, "W" for Course 2
None (0%)	75% or more	Unregistered for Course 1, "F" for Course 2

Re-Entry

Students who have been terminated or have voluntarily withdrawn may apply for re-entry by contacting the Registrar. Students who were terminated or voluntarily withdrew from their program for unsatisfactory academic performance are permitted only one opportunity for re-entry. Re-entry is not guaranteed and is based on availability of space and the Program Director's recommendation. Students must also follow any re-entry policy in their student handbook.

Re-entry must be no later than 6 months for the Medical Assisting program and one year for Nursing Programs from the withdrawal date; otherwise the student must start at the beginning of the program. Students re-entering after 180 days must sign a new Enrollment Agreement (EA). Such students will be held to the terms, policies, and fees of the new EA, which may differ from the EA previously signed by the student.

Students may re-enter when the next module or semester they need is available. If students achieve a cumulative GPA of at least 70% by the end of that module for the Medical Assisting program and at least 75% by the end of that semester for Nursing Programs, they will be making satisfactory academic progress. If a student has been terminated for failure of a course for a second time they must request an appeals committee meeting to be considered for re-entry. Students must follow the appeals and grievance policy detailed in the catalog.

Course Retakes

Courses for which a student receives a grade of "W" due to an approved LOA will not count toward the school's course retake limit.

Nursing Programs

In some cases, a Student may be eligible to repeat a course for which the student did not receive a passing grade. The ability to repeat a course is not guaranteed due to the strict scheduling of courses within a program, including the availability of any required clinical training slots different from those originally planned for the student. The course the student wants to repeat is subject to the qualification standards for repeating a course, as defined by the Program Director. At time of failure of a course, the Student will be informed of the possibility of a repeat & the scheduling of the repeat course. If a repeat is not possible, the Student will be withdrawn & may appeal to the Program Director for readmission at a later time to complete the program & repeat any failed courses; (see FSA Handbook, 1-12 & 1-13). The failing grade & the second grade earned in the course will be entered on the student transcript.

Allied Health Modular Programs

Students who fail one course in a two-course module automatically fail both courses in that module and are allowed one retake of that module. If repeating one or more modules is required, the length of the program must not exceed 1.5 times the planned program length. A student may not repeat the same module more than once unless an appeal has been submitted and approved. If a student is approved to repeat the same module twice and fails the module for a third time, the student will be dropped from the program. In some situations, a required module may not be immediately available for the student to continue attendance. If the next required module is not immediately available but will be available within 45 days of the end date of the failed module, and if the student does not want to withdraw from the program, the student will be notified that he/she has been placed in an Administrative Leave of Absence (ALOA) status and will be provided with the start date of his/her next required module. Failure to attend the next required module may result in termination from the program. In the event the next required module is not available within 45 days of the end date of the failed module, the student will be dropped from the program and may re-enter on the start date of the next available module.

Retake Fees

Students who need to retake a course for unsuccessful completion (due to not passing the course or withdrawal from the course) will be charged tuition at the currently established rate for that course and all remaining courses in the program. In addition, re-entry nursing students will be charged an ATI reactivation fee for their ATI assessment program. This policy does not apply to the Medical Assisting program, for which tuition is not charged for repeating failed courses.

LEAVE OF ABSENCE (LOA) POLICY

This policy applies to all enrollments in programs which lead to a diploma or degree at the college and does not apply to enrollments in individual courses outside of a program.

The College acknowledges there are circumstances in which a student's program may be interrupted due to situations not within the student's control. If an emergency situation arises making it necessary for a student to interrupt his/her training, the school, at its' discretion, may permit a student to take a Leave of Absence (LOA). Any LOA request must be approved by Academic management prior to the LOA commencement date. Students will be advised of any effects the LOA may have on their academic progress and financial status. Any student who fails to return from an approved LOA will be dropped from the program.

If a student requests and is approved for an LOA to commence during a course, the student will receive a "W" grade for that course regardless of the percentage of work completed in that course. The "W" grade will not be included in credits earned but will be included in credits attempted. Additionally, the "W" grade will not be included in the student's cumulative GPA but will be included in the student's Pace of Completion calculation. Courses for which a student receives a "W" grade due to an approved LOA will not count toward the school's course retake limit.

Length & Timing of an LOA

Students may be granted multiple leaves of absence as long as the total number of days for all leaves combined does not exceed 180 days within a 12-month period. The 12-month period begins on the first day of a student's initial LOA. Students may request an extension of an existing LOA as long as the total LOA time does not exceed 180 calendar days within a 12-month period.

Students may request an extension of an existing LOA as long as the total LOA time does not exceed 180 calendar days within a 12-month period. The LOA extension request must be submitted and approved on or before the original scheduled LOA return date.

An LOA will not be granted during a student's first didactic course/module (for modular programs) or during a student's first course taken upon starting his/her program at Unitek College (for semester programs). Additionally, any student who fails to return from an approved LOA on the scheduled return date will be dropped from the program.

Allowed Reasons for an LOA

The following situations may be considered for a student's Leave of Absence:

- Medical reasons affecting a student or member of the student's immediate family
- Military service requirements
- Jury duty
- Family tragedy (i.e., death in the immediate family)
- Other circumstances deemed appropriate by the Program Director & Corporate Compliance

LOA Processing

A student who wishes to request a Leave of Absence must obtain an LOA Request Form from their

Program Director or from the Campus Registrar. The request must be made in writing using the form, must be accompanied by any applicable supporting documentation, & must be reviewed & approved on or before the expected LOA start date.

GRADUATION REQUIREMENTS

For all programs, to be eligible for graduation a student must be meeting Satisfactory Academic Progress requirements, satisfy all financial obligations with the school, and complete all:

- required courses
- required clock hours (for clock-hour programs)
- program requirements

Students on academic probation may qualify for graduation if, at the end of their probationary term, they meet the minimum grade requirements.

Additionally, to be eligible for graduation from pre-licensure Nursing programs a student must:

- Complete all required courses with a score of at least 75%
- Have no grade of "Fail" in any Pass/Fail courses, as applicable
- Pass the assigned national benchmark exam as applicable

For all programs, any new, additional, or modified graduation requirements will be communicated to students after enrollment.

EXTERNSHIPS & CLINICAL TRAINING

Professional Liability

The college provides professional liability insurance for each student during periods of externship, clinical rotations, and clinical training. The student assumes the responsibilities to perform:

- all skills as trained;
- only those skills for which the student received training; and
- skills only under the direction of the appropriate extern or clinical supervisor.

Eligibility Requirements

The college offers Externship experiences in Modular programs, & Clinical experiences in pre-licensure Nursing programs. Eligibility to participate in the extern or clinical portion of a program requires completion of all pre- requisite course work at minimum accepted levels. It is the student's personal & financial responsibility to obtain any required immunizations, proof of antibodies (titers) or other medical requirements that are specific to a clinical site the students is assigned to & are in addition to those required for admission to the program in order to participate in the externship/clinical training. Externships are scheduled as the last course in a program & require receipt of confirmed final payment of tuition. All externships & clinical rotations are requirements of their associated educational programs and are not paid work experiences. While on Externship, a campus-based Instructor is assigned to each student to oversee the externship experience & be a resource for the student. Externships & Clinical rotations are under the supervision of Program Faculty. Extern/Clinical site staff may not revise the learning objectives without specific permission from the Program Director.

Allied Health & Technology Programs

In order to participate in externships, the following are required: (see Program Specific criteria in the Student Handbook & Externship Performance Agreement). Students must:

- Attend the Career Services Seminar, Career Development Workshops & Externship Orientations
- Satisfactorily complete a mock interview with Career Services
- Provide records of all relevant immunizations by the set deadlines. Immunizations are to be completed on students' personal
- Attend any site-specified orientations, interviews or drug testing
- Students must provide or arrange for their own transportation during the externship period
- Review & sign the extern performance agreement form
- Review the Externship Checklist, obtain all required signatures & return the form to the externship coordinator or instructor
- Keep an accurate time sheet & submit it weekly to Career Services
- All students must return to campus as scheduled for class
- Adhere to instructions & objectives in the Externship courses syllabus
- Assist their site supervisor in timely completion of evaluations & assure that they are returned to the

College upon completion. The point of contact to facilitate communication with the externship sites is the Career Services

- Comply with the standards of dress, conduct & attendance as established by the college
- Comply with additional standards of professional behavior, conduct, policies & procedures as established by the clinical facility.

Students in programs that require completion of an externship are expected to participate in a full time (40-hours per week) externship experience determined by the college to meet program requirements. Externships begin immediately after a program's didactic portion is completed. Please note that while on externship, school holidays do not apply. Students are required to work the shift as set by the Externship site, with its holiday schedule.

The College will work with each student in arranging one Externship site (for applicable programs) selected from the sites which have contracted with the college. Students wishing to arrange their own Externship site or to attend a particular Externship site may suggest those sites, but suggested sites located more than 50 miles from the campus at which the student is enrolled will not be considered.

It is the student's responsibility to meet the externship guidelines set by the college and externship site. Students are not allowed to change externship sites from the one to which they were assigned. If a student is dismissed from a site for not following the guidelines, the student is responsible for finding a replacement site in order to meet the program requirements. Any proposed new site must be approved by the Program Director and be within 50 miles of the campus at which the student is enrolled.

In order to pass an Externship course, a student must attend an Alumni Success Workshop and submit:

- all timecard(s) showing completed required hours with Externship Site Supervisor's signature
- a completed Site Evaluation from the Site Supervisor
- a completed Student Survey

STUDENT COMPLAINT PROCEDURE

This policy has been developed to foster a community of respect, collegiality & professionalism on all of the school's campuses. Based on the principles of adult communication & accountability the following is the process for students to make complaints, ask questions or raise concerns.

1. Students with questions / concerns are encouraged to speak to the individuals directly involved.
2. Students unable to discuss an issue with the individual involved are encouraged to follow the chain of command. If that is not possible or they are unsure of who this may be, students may contact the academic coordinator, assistant program director or campus director for guidance.
3. After following the chain of command for the campus, if students feel there is still no resolution, students may contact the Campus Director or the Program Director
 1. If necessary, issue can be escalated to the Chief Operations Officer or Chief Academic Officer
4. In addition, there is a secure & confidential suggestion box in each campus located in the main lobby where students can leave their suggestions, questions or
5. If students approach staff who are not able to assist them they will be directed to the appropriate staff person; e. if it is an academic issue, students are directed to the appropriate academic leader; if it is an operational issue, students are directed to the Campus Director.
6. Any individual who is contacted by a student with an issue or question must also forward that information to the appropriate individual as noted in number
7. Each week the campus director will review the suggestion box contents. Items will be inputted into the tracker if indicated & then forwarded to the appropriate individual for resolution.

Schools accredited by the Accrediting Commission of Career Schools & Colleges must have a procedure & operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form & should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges

2101 Wilson Boulevard, Suite 302, Arlington, VA 22201

(703) 247-4212 or www.accsc.org

A copy of the ACCSC Complaint Form is available at the school & may be obtained by contacting the school's Compliance Department or online at www.accsc.org

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site (www.bppe.ca.gov). Any questions a student may have that have not been satisfactory answered by the institution may be directed to:

Bureau for Private Postsecondary Education

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834

P.O. Box 980818, West Sacramento, CA 95798-0818

Phone: 888-370-7589 or fax: (916) 263-1897 or Web: www.bppe.ca.gov

Students of the school's pre-licensure RN program(s) may also file a complaint about this institution with the California Board of Registered Nursing (BRN): P.O. Box 944210, Sacramento, CA 94244-2100.

Additionally, students in the Baccalaureate Degrees in Nursing may file a complaint with:

The Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750, Washington, DC 20001

202-887-6791 phone or /202-887-8476 fax

<https://www.aacnnursing.org/CCNE>

PLAGIARISM POLICY

Unitek Learning Schools (“the Colleges”) are committed to academic excellence built on honesty, moral integrity, trust, and respect. All academic community members depend upon the integrity of work that is submitted for academic credit. The Colleges support and promote academic honesty, personal integrity and intellectual responsibility. Any form of academic dishonesty is not acceptable. The Colleges do not tolerate dishonest efforts by their students and share a deep commitment (alongside the Academic Community) to academic honesty and integrity.

Any student who engages in academic dishonesty, plagiarism, including self-plagiarism; cheating on an examination or assignment; distributing copies of examinations; recording examination information, including taking screenshots of exam questions and answers, assignments, or answer sheets to other students; passing off another’s work as one’s own; and/or aiding one or more other students in committing the same or similar acts of academic dishonesty will be given a grade of zero for the exam or assignment in which the infraction occurred and will be counseled by the course faculty member. If a student commits a second act of academic dishonesty, he or she will be given a grade of zero for the exam or assignment in which the infraction occurred. A teacher will escalate the second offense of plagiarism to their direct supervisor (Program Director/Director of Education/Assistant Dean/Associate Dean/Dean) and the student will be counseled by the Program Director/Director of Education/Assistant Dean/Associate Dean/Dean. It is at the discretion of the Program Director/Director of Education/Assistant Dean/Associate Dean/Dean if this second infraction warrants disciplinary actions including but not limited to withdrawal from the program. If a student commits a third act of academic dishonesty, he or she will be dismissed/withdrawn from the program and the College. All acts of academic dishonesty are recorded in the student academic record. A student may appeal his/her dismissal/withdrawal from the College for academic dishonesty by following the grievance and appeals policy detailed in the catalog.

1. Deliberate plagiarism focuses on the issue of intent. If a student deliberately claim’s another’s language, ideas, or other intellectual or creative work as their own, they have engaged in a form of intellectual theft. This is not tolerated in academic, business, and professional communities, and confirmed instances of plagiarism usually result in serious consequences. Similarly, submitting the work of another person or submitting a paper purchased from another person or agency is a clear case of intentional plagiarism for which students will be subject to the severest penalties including dismissal from the program and the College.
2. Unintentional plagiarism often results from misunderstanding conventional documentation, oversight, or inattentive scholarship. Unintentional plagiarism can include forgetting to give authors credit for their ideas, transcribing from poor notes, and even omitting relevant punctuation marks.
3. Self-plagiarism is the use of one’s own previous work in another context without citing that it was used previously. This occurs when a student submits papers, assignments, etc. presented for another course where he or she was the original creator, whether for another department or school. All forms of self-plagiarism (regardless if the student was the original creator) is subject to the plagiarism policy and procedures.

80/20 Rule

The Colleges use the 80/20 rule for the determination of plagiarism, At least 80% of any assignment,

discussion post, or other work must be in a student's own words. Direct quotes/re-quotes and/or a bibliography/reference page(s) should account for no more than 20% of the assignment, discussion post, or other work. This 80/20 rule also applies to all work previously submitted by the student in which the student was the original creator. This is considered self-plagiarism. To clarify, students are not permitted to resubmit any previous work in another context without citing that it was used previously, and any previous work that the student includes and properly cites falls under the 80/20 rule.

When determining plagiarism violations regarding the 80/20 rule, the violations have can be separate into 2 parts. These two violations of the 80/20 rule will have different ramifications:

1. Violating the 80/20 rule by exceeding the 20% threshold using correctly cited material: students should use judgment when deciding when to quote. Students should quote only when an author/source material has expressed an idea better than the student could express in his or her own words. The purpose of the 80/20 rule is for students to demonstrate a clear understanding of the subject matter, as teachers wish to read the students work written in their own words. For violations of the 80/20 for correctly cited source materials will follow the grading rubric of that course.
2. Violating the 80/20 rule by exceeding the 20% threshold by not using the correct citations. This is considered obvious plagiarism as it is passing off another's work as one's own, or similar acts of academic dishonesty. The work will be given a grade of zero for the exam, assignment, or paper, in which the infraction occurred. Offenders will be counseled by the course faculty member.

COPYRIGHT POLICY

The college recognizes the Copyright Act of 1976, which grants authors, publishers, & creators control over the copying, distribution, & performance of their original works. The College's goal is for students & faculty to have access to materials & software & does not condone policies or practices that constitute an infringement of Federal copyright law. Transmitting or downloading any material that you do not have the right to make available & that infringes any patent, trademark, trade secret, copyright or other proprietary rights of any party is prohibited.

The college prohibits violations of copyright, license restrictions, & authorial integrity. Distributing or receiving materials protected by copyright without permission of the copyright owner may be a violation of federal or state law and/or College policy. Violations may be grounds for sanctions or terminations & may be subject to civil or criminal penalties. Civil remedies can include an award of monetary damages (substantial statutory damages by per work infringed, or actual damages & of equipment used to produce the copies.

It is the responsibility of those reproducing materials to ensure the reproduction is consistent with US Copyright law. The college reserves the right to suspend or terminate network access of any user who violates this policy, & Network access may be suspended if any use is impacting the operations of the network. Violations may be reported to appropriate authorities for criminal or civil prosecution.

Summary of Civil & Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil & criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 & not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs & attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years & fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

File Sharing

Use of school computers & networks is strictly for educational purposes. The sharing of copyrighted works is prohibited over the college's network through the use of e-mail, web-pages, & peer-to-peer file sharing software. The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to disciplinary action as well as civil & criminal liabilities. This policy applies to computers owned by the college as well as personal computers that may be using the college's network or working with the college's documents.

Non-Discrimination

To the extent provided by applicable law, including Title IX, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any education program or activity sponsored by or conducted by the College on the basis of race, color, national origin, ancestry, religion, sex (including pregnancy, childbirth and related medical conditions), disability (physical or mental), age (40 and older), citizenship status, genetic information, military or veteran status, marital status, sexual orientation, gender identity and gender expression, AIDS/HIV, medical condition, political activities or affiliations, or status as a victim of domestic violence, assault or stalking. Additionally, the College treats a student's gender identity as the student's sex for Title IX purposes, and the College does not treat a transgender student differently from the way it treats other students of the same gender identity. The requirement not to discriminate in the education program or activity extends to admission and employment, and any inquiries regarding the application of Title IX may be referred to the College's Title IX Coordinator, to the Assistant Secretary for Postsecondary Education, or both.

Sexual Harassment

The college will respond promptly upon actual knowledge of sexual harassment against a person in the United States in an education program or activity in a manner that is not deliberately indifferent.

Sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following:

- A College employee conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct (otherwise known as a *quid pro quo*);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity;
- "Sexual assault," "dating violence," "domestic violence," or "stalking" as defined under the Violence Against Women Act (VAWA).

The college considers harassment a serious offense, and any violation of this policy which is determined through the investigation process will constitute cause for disciplinary action. Investigations are conducted by individuals who receive training on the issues related to sexual harassment, domestic violence, dating violence, sexual assault and stalking. Specific disciplinary action will be based on the severity of the incident and/or the degree to which repeated incidents have occurred. Such disciplinary actions for employees may include, but are not limited to, verbal warnings, letters of reprimand, suspension with or without pay, and termination. Such disciplinary actions for students may range from counseling to suspension and/or expulsion.

The college is committed to preventing acts of sexual harassment and encourages any student or employee to report such acts immediately. Any person can report sexual harassment or discrimination (whether or not the person reporting is the alleged victim) in person, by mail, telephone or by email, using the contact information for the Title IX Coordinator. A report can be made at any time, including during non-business hours. However, responses to reports made outside of business hours, including during weekends and holidays, may be delayed. Along with taking these allegations very seriously, the college has also established procedures which provide a person accused of harassment the opportunity to respond to

allegations.

Upon receiving a formal or informal complaint of sexual harassment, the college will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance process detailed on the subsequent pages of this Annual Security Report before the imposing any disciplinary sanctions or other actions which are not supportive measures against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

If the college determines that there is an immediate threat to the physical health or safety of any students or other individual arising from the allegation(s) of sexual harassment, the College may remove the respondent from the educational program or activity. If this occurs, the respondent will be provided notice and an opportunity to challenge the decision immediately upon removal. In the event the respondent is a non-student employee, the college may place the employee on administrative leave during the investigative process.

Awareness & Prevention of Dating Violence, Domestic Violence, Stalking & Sexual Assault

In accordance with the provisions of Title IX of the Education Amendments of 1972 & the Clery Act as it was amended in the Violence Against Women Reauthorization Act of 2013, the college strongly prohibits acts of dating violence, domestic violence, stalking, & sexual assault & is committed to fostering an environment of awareness & prevention. To that end, the College will investigate and/or execute disciplinary actions for all offenses of dating violence, domestic violence, stalking & sexual assault, regardless of location, when the institution is made aware of such an occurrence.

If you become the victim of a sexual assault or domestic violence, you should consider calling the police & seeking medical attention immediately. Additionally, if you fear for your safety or others around you, filing a protective order may be a good idea. We also encourage victims to report the offense to the college's Title IX Coordinator to provide you with support & resources, including assistance with notifying local law enforcement authorities, if so desired.

The college's Title IX Coordinator is:

Don Corvin, 1401 Dove Street, Suite 210, Newport Beach, CA 92660

(949) 590-4882

dcorvin@unitek.com

The College has assigned Title IX Responsible Employees to coordinate with the Title IX Coordinator and assist victims with the reporting of these offenses.

The Responsible Employees at each campus are as follows:

Name	Campus	Telephone	Email Address
Frederick Holland	Fremont	(510) 896-7593	fholland@unitekcollege.edu

Serena Macias	Fremont	(510) 743-2741	smacias@unitekcollege.edu
Kimberly Douglas	Fremont	(510) 492-3381	kdouglas@unitekcollege.edu
Shalini Kumar	San Jose	(408) 514-5862	skumar@unitekcollege.edu
Laurie Jones	San Jose	(408) 514-5858	ljones@unitekcollege.edu
Virginia Dalmacio	San Jose	(669) 900-5672	vdalmacio@unitekcollege.edu
Kirk Engel	Concord	(925) 246-2319	kengel@unitekcollege.edu
Casilda Gonzales	Concord	(925) 574-1316	cgonzales@unitekcollege.edu
Rachel Maher	Concord	(925) 246-2314	rmaher@unitekcollege.edu
Sonya Seslar-Pagsolingan	Concord	(925) 348-9399	sseslar-pagsolingan@unitekcollege.edu
Wendy Millard	Sacramento	(916) 571-9082	wmillard@unitekcollege.edu
Janae Pasillas	Sacramento	(916) 571-9081	jpasillas@unitekcollege.edu
Nefretiri Taylor	Sacramento	(916) 701-2487	ntaylor@unitekcollege.edu
Tena Murillo	Sacramento	(916) 571-1849	tmurillo@unitekcollege.edu
Sue Smith	Sacramento	(916) 571-9078	ssmith@unitekcollege.edu
Katie Ramezani	Hayward	(510) 743-2717	kramezani@unitekcollege.edu
Shara Crary	Hayward	(510) 246-3128	scrary@unitekcollege.edu
Felix Levy	S. San Francisco	(415) 231-0602	flevy@unitekcollege.edu
Jessica Chua	S. San Francisco	(855) 811-6191	jchua@unitekcollege.edu

Sarah Jane Padilla	S. San Francisco	(415) 528-2671	spadilla@unitekcollege.edu
Keith Woodman	Bakersfield	(661) 271-3023	kwoodman@unitekcollege.edu
Stephanie Robinson	Bakersfield	(661) 270-8120	srobinson@unitekcollege.edu
Genevieve Quijano	Bakersfield	(661) 473-2470	gquijano@unitekcollege.edu
Maria Fe Burr	Bakersfield	(661) 473-2468	mfburr@unitekcollege.edu

STUDENTS WITH DISABILITIES

Students with Disabilities should make arrangements to meet with the Program Director and/or our onsite ADA Coordinator prior to the start of class to review facilities and required accommodations. Reasonable assistance is provided through a variety of services tailored to particular students' needs in an effort to equalize educational opportunities for students. Support services are provided on an individual needs basis and should be discussed with the ADA coordinator. Note: *All nursing students must be cleared by their healthcare provider to participate fully in the clinical setting.*

Rehabilitation Act & Americans with Disabilities Act (ADA)

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the college abides by the regulation that "no otherwise disabled individual" shall be excluded from participation in programs and services offered by the college "solely by reason of the disability." A student is eligible for consideration for accommodations and/or auxiliary aids and services if the student has a documented disability and the ADA Coordinator has consulted 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 would fundamentally alter the nature of the program, benefit, or service provided by the college. To request auxiliary aid or service, please contact the ADA Coordinator(s) for your campus.

MISCELLANEOUS POLICIES

Online Library

The college's Online Library is available 24 hours a day/7 days per week to enrolled students. Students can use the library on campus, at home or using public computers. Procedures for accessing the library are posted in classrooms & in the online Student Portal. To access the library students can log into the Student Portal, select the Library link, & select their program & campus after which they will be redirected to the home page for their relevant library resources. Databases include:

- **CINAHL®** (Cumulative Index to Nursing & Allied Health Literature) – the most comprehensive resource for nursing & allied health literature. *CINAHL* offers four databases including two full- text versions. *CINAHL* is owned & operated by EBSCO Publishing
- **ProQuest©** – an online digital library dedicated to support the academic needs of our students & faculty across disciplines. ProQuest offers full-text access, videos, e-books, dissertations, blogs, & other resources to engage students of all learning styles
- **Books 24x7** – this resource of books & professional publications covers Information Technology & Business topics.

Selected Research Websites: The Librarian & Program Directors have selected appropriate research websites to assist in programmatic learning.

Librarian Resources: Students with questions about using the Library can email the online Librarian using the email address provided to them after starting their program. The Librarian or a designated backup will reply to questions as soon as possible but no more than 72 hours after receiving the email. Students are encouraged to first ask their Instructor or Program Director about Library usage, contents, or policies before reaching out to the online Librarian.

Distance Education: Once a student is enrolled in an online program or course, access to the online functionality is provided no later than the first day of class.

Clock Hours: Each clock hour consists of 50 minutes of instructional time except for pre-licensure Nursing programs which are 60 minutes per clock hour.

Clothing & Personal Property: All personal property is the sole responsibility of the student. The school assumes no liability for any loss or damage. Clothing & other small items should be marked clearly with the student's name & address. Items should not be left visible in vehicles & vehicles should always be locked to avoid theft.

Health & Medical Care: Students must take proper care of their health so that they can do their best in school. This means regular hours, plenty of sleep, sufficient exercise & nutritious food. Students who become seriously ill or contract a communicable disease should stay home & recover but remember to notify the school immediately. All medical & dental appointments should be made after school hours. The school will not be responsible for rendering any medical assistance but will refer students to the proper medical facility upon request. Students are responsible for their own health insurance & medical care.

Weather Emergencies: The school reserves the right to close during weather emergencies or other "acts of God." Under these conditions, students will not be considered absent. Instructors will cover any missed

material to ensure completion of the program, and this may require extending the end date of the student's program.

Student ID: Students must wear their student ID badge while on campus & at clinical/externship. Any persons on campus without an ID card will be asked to leave the school grounds.

Articulation / Transfer Agreements: Each of the college's accredited campuses has articulation / transfer agreements in place with all of the college's other accredited campuses; however, the college does not have articulation agreements with any other educational institutions.

Written Arrangements

The college has an Online Course Hosting and Technical Assistance Agreement with Instructure (Canvas), located at 6330 South 3000 East, Suite 700, Salt Lake City, UT, 84121, to provide the college with its own instance on the Canvas platform Learning Management System (LMS) in which it will host online courses. Instructure assumes no responsibility, however, for the instruction of students in such courses. The portion of the educational program that Instructure provides is 0%. Students may incur the costs of purchasing a computer (est. \$750) and obtaining internet access (est. \$30 per month), but such expense may not be required. There are no additional costs students may incur as the result of enrolling in an educational program that is provided, in part, under the written arrangement.

The college does not have any written arrangements with educational institutions or other organizations to offer any part of the the college's training programs on their behalf.

Academic Year Definition: An academic year at consists of a minimum of 30 weeks of instructional time. Instructional time is defined as a week where regular scheduled instruction occurs on at least one day or examinations, homework, & orientation sessions, advising sessions or remediation sessions occur. In addition to the weeks of instructional time, an academic year consists of 24 semester credit-hours for programs measured in credit-hours & 900 clock-hours for programs measured in clock-hours. (Source: 2014-15 FSA Handbook, pages 3-4)

Bankruptcy

The college does not have a pending petition in bankruptcy; is not operating as a debtor in possession; has not filed a petition within the preceding five years; & 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.

Retention of Student Records

Student records are maintained at the school for five years from the last date of attendance. Transcripts are maintained permanently and are available for all currently and formerly enrolled students. The school protects our students' admissions, academic and financial records against loss by storing such records in multiple secure locations both physical & electronic. The school maintains all financial records of students, including but not limited to Financial Aid Disbursements, Financial Aid Retail Agreements, Tuition & Fee payments, & Tuition Refund records, as digital copies for at least 6 years.

Offsite Trip Liability

When students participate in field trips, the college will not provide transportation to or from such events,

nor will it assume responsibility or be held liable for any injury to person and/or damages or loss of property suffered by any student for any reason while attending such events. The college & its principals, owners, agents & employees are hereby released from every claim, liability or demand from personal injury, property damage or loss or other damages resulting from or in any way associated with any field trip event.

Likeness, Image & Voice Authorization

Students of the college understand that their name, likeness (photo), and/or comments may be used by the college for commercial and/or academic purposes including but not limited to training documents, videos, and various advertising media. Students will have the opportunity to accept or refuse to have their likeness, comments or name used in any commercial or training material. The college copyrights all of its documents and media in which a student appears. The college has the right to use and distribute these documents and media at its sole discretion. Students do not receive any compensation for the college's use and distribution of any documents, videos or audio recordings containing students' likeness, image, or voice, such as any royalties, license fees, or otherwise. Students have no intellectual property rights over these productions, including any copyright, trademark, or any other ownership or proprietary rights. The college has the right to use and distribute these productions at its sole discretion.

Recording of Lectures and Other Educational Content

The College recognizes the potential benefits to students of the ability to revisit all or part of a lecture. It further recognizes the benefits for particular groups of students, for example, those with certain learning difficulties or those whose first language is not English. The College permits Instructors to record lectures or other academic content (e.g., visual depictions, charts, graphs, PowerPoint slides, etc.) for their own use or student use, but the decision to record is at the sole discretion of the Instructor and is not mandated for each course. Additionally, students are never allowed, under any circumstances, to record lectures or other academic content.

Federal law states that students with documented disabilities should be allowed access to recorded classroom activity. The College's ADA Coordinator will determine if classroom recording is an appropriate academic adjustment, auxiliary aid, and/or service with respect to each individual student's documentation. Students without documented disabilities may also request that Instructors record classroom activity, if not already doing so; however, in such instances, the Instructor has the sole discretion to determine if recording will be allowed. In all cases, students cannot record lectures on their own and any recording performed by the instructor is to be used solely for the personal use of the student. All recordings are the property of the College, and the student may not re-publish, distribute, post to social media, or share the recordings without the Instructor's explicit permission. Additionally, as related to both non-disabled and disabled students, Instructors have the authority to spontaneously, or in advance, prohibit recording of personal student information. Unless otherwise explicitly agreed to by the Instructor, the recordings will be destroyed or stored by the Instructor at the end of the semester, term and/or course.

Under no circumstances shall classroom recordings be used in the evaluation or sanctioning of instructors and/or students. Any alleged violations of the College's Recording Policy as stated herein, including bullying and cyber-bullying based on the recording content, will be referred to Academic Management for investigation and may result in the offending student's termination from his/her program.

FACULTY

Bakersfield Campus

- Stephanie Robinson, RN – Associate Dean and Program Director BSN Program – MHA, Chapman University of Orange County, PhD in Higher Education Administration, University of Phoenix
- Felix Levy, RN – Regional VN Program Director – MSN, Chamberlain College of Nursing Sunnyvale CA; BSN, Society of Jesus University, San Francisco CA
- Antonio Reyes, RN, Masters in Nursing – University of Phoenix, Masters in Health Administration – University of La Verne
- Tara Velanzuala, RN, MSN – University of Colorado, Denver
- Victoria Brocett, VN – Gateway Community College, Phoenix Arizona
- Susan Cole, RN – Bakersfield College
- Lisa Neri, RN – Bakersfield College
- Imelda Pabalate – Our Lady of Fatima College, Valenzuela
- Danielle Damison – University of Phoenix
- Keala Cyrus-Strahan, MSN, RN – California State University, Bakersfield
- Gena Daniels, RN – ADN, University of The State of New York
- Maria Fe Burr, LVN – Antelope Valley Care Academy
- Peter Negrete, LVN – Southwestern Community College
- Genevieve Quijano, LVN – Antelope Valley Career Institute
- Amandeep Kaur, MA – Branford Hall Career Institute, Southington, CT
- Monike Borton, MA (General Science Instructor) – Santa Barbara Business College
- Angela Childress, MA – Santa Barbara Business College
- Sarah Dewdney, MA – San Joaquin Valley College
- Antonio Reyes, RN, Masters in Nursing – University of Phoenix, Masters in Health Administration – University of La Verne
- Rosvic Reyes, LVN – Nursing Care Provider (NCP now Unitek College SSF)
- Viola Welch, LVN – Delta Community College, (Delta Ouachita Technical Institute) in Louisiana.
- Claudelle Laconsay, LVN – Marian College, Los Angeles California

Concord Campus

- Casilda Gonzales – BSN, Regis University, Denver CO; AND, Los Medanos College, Pittsburg CA; AS – Diablo Valley College, Pleasant Hill, CA
- Stephen Potter, BA, MBA – Lewis & Clark College, Portland, OR: BA in Business Admin; Everest University, Orlando, FL: MBA Human Resource Management;
- Ofelia Visperas, DMD, RDA, CDA – Centro Escolar University, Philippines: Doctor of Dental Medicine
- Angela M.B. Oliva, MSHA, CMRS, CCMA, AHI – Bachelors of Sciences in Health administration from

University of Phoenix. Masters of Science in Health Administration with emphasis in Informatics from Trident University. Certified Medical Reimbursement Specialist with the American Medical Billing Association, Certified Clinical Medical Assistant with the National Healthcareer Association and an Allied Health Instructor through American Medical Technologist. Veteran of the United States Air Force.

- Kim Brown, BA – HSM (Human Services Management) University of Phoenix
- Bradley Doster, BS in Mathematics, BA in Religious Studies, St. Mary's College, Moraga, CA
- Candice Ohi, BLS, California State University East Bay
- Davilee Fredrickson
- Heba Geres, MD, Medicine and Surgery Assuit University, Egypt.
- Jennifer Bidmead, BS, CCMA-AC, CSU East Bay, Med Help Medical Assistants, BSHS Pre Clinical Focus
- Crystal Mack
- Patrice Okotie, MA, Medical Assistant, Concorde College San Diego, CA
- Sandra Martin-Jackson, AS, HIT (Health Information Technology), Carrington College
- Shelby Henriques, Contra Costa Medical Career College, CCMA
- Debo Fashokun, LVN, BA, MA – Austin Community College, Austin, Texas: Diploma; Lagos State University, Nigeria: BA in Philosophy; Lagos State University, Nigeria, MA in Philosophy
- Ricmanuel De La Fuente, VN, BS – San Beda College, Philippines: BS Management, Concord Career College, North Hollywood, CA, VN
- Dannette Scott, LVN, DSD – Ohlone College Fremont: AS, San Francisco Southwest Community College: VN Diploma
- Janelle Carter, LVN – Nursing College of Medical Arts, California: VN
- Elmer Bautista, RN, BSN – Nueva Ecija Colleges, Cabanatuan City, Nueva Ecija, Philippines: BSN
- Valerie Skowron, BSN – Indiana State College IN, BA-Cal State, Hayward, CA.
- Larissa Avestro, BSN – Emilio Aquinaldo College, Manila PI.
- Eliza Wakaye, MBA – University of Phoenix, Sacramento CA, BA, Armstrong University, Berkeley CA, AA(LVN)-Merritt College, Oakland CA.
- Gabriela Apilado, BSN, MSN – University of Phoenix
- Jessie Okon BSN, MSN-Leadership – Grand Canyon University
- Reagan Sanes, RN – Unitek College
- Cathrien Abdelnor, MD – Ain Shams University, Cairo, Egypt
- Theresa Neal, MSN – Chamberlain College
- Loraine Brittingham
- Charissa Purefoy, BSN – California State University East Bay
- Rylee Brown, BA, Fresno Pacific University ASN, Scottsdale Community College
- Ejitu Lobao, Dominican University of California Degree. Nursing, BSN
- Charles Peck

- Katherine Mariano
- Rodnesha Dunn, BSN, R.N., PHN University of Phoenix
- Ryan Sanchez, ADN, Moraine Valley Community College, Palos Hills, IL BSN, Jacksonville University, Jacksonville, FL MSN, Jacksonville University, Jacksonville, FL
- Ryan Tews, BA, Fresno Pacific University ASN, Scottsdale Community College
- Shonita Sanders

Fremont Campus

Nursing Programs

- Grace Veloso, MSN, BSN, RN- MSN California State University, East Bay, Hayward, CA
- Victoria Bandele, MSN, CNL, RN- MSN/CNL University of San Francisco, San Francisco, CA
- Carmencita Banzon, MSN, BSN, RN- Master of Arts in Nursing, Philippine College of Health Sciences, Inc., Manila, Philippines
- Kathleen Bolding, MSN, RN- MSN Western Governors University, Salt Lake City, UT
- Rochelle Brumley, DNP, MSN, RN- DNP Chamberlain College of Nursing, Addison, IL
- Diane Doherty, BSN, RN- BSN in Nursing, San Jose University, San Jose, CA
- Judith Dyer, MSN, RN- MSN Ed. Aspen University, Denver, Colorado
- Christiana Etukudo, MSN, RN- MSN Grand Canyon University, Phoenix, AZ
- Nelia Galvez, MSN, RN- MSN in Education, University of Phoenix, San Jose, CA
- Juley George, MSN, BSN, RN- MSN Grand Canyon University, Phoenix, AZ
- Lawrence Ikekide, BSN, RN- BSN London South Bank University, London, United Kingdom
- Supneet Kaur, MSN, RN- MSN Holy Name University, Oakland, CA
- Kelly Keller, MSN, RN- MSN Holy Name University, Oakland, CA
- Ranjeet Khalsa, BSN, RN- BSN Western Governors University, Salt Lake City, UT
- Mario Lopez, MSN, BSN, RN- Master of Arts in Nursing, Philippine College of Health Sciences, Inc., Manila, Philippines
- Mannie Mangaron, DNP, MSN, RN- DNP Grand Canyon University, Phoenix, AZ
- Lisa Marlowe, MSN, RN- MSN San Francisco State, San Francisco, CA
- Vivolyn McKenzie, MSN, RN- MSN Florida Alameda University, Fort Lauderdale, Florida
- Deborah McKinnon, BSN, RN- BSN University of Phoenix
- Mikyoung Oh, MSN, RN- MSN, Health Policy Nursing, University of California, San Francisco, CA
- Abelardo Paylago, MSN, BSN, RN- BSN Aspen University, Denver, CO
- Yara Pires, BSN, RN- BSN San Francisco State University, San Francisco, CA
- Alicia Purl, BSN, RN- BSN Washburn University, Topeka, KS
- Abdul Rahimi, BSN, RN- BSN Shenandoah University, Winchester, VA
- Agnes Romero, MSN, BSN, RN- MSN Chamberlain College of Nursing, Addison, IL

- Andrew Turkington, MSN, BSN, RN- BSN South Lothian College of Nursing, Edinburgh, Scotland
- Idara Udo, MSN, BSN, RN- MSN Holy Names University, Oakland, CA
- Judith Ward, MSN, BSN, RN- MSN Loma Linda University, Loma Linda, CA
- Darrin Wilson, MA, BA, RN- MA, Counseling Psychology University of Akron, Akron, Ohio
- Homeira Zarghamnia, MSN, CNS, RN- MSN Liberty University, Oklahoma City, Oklahoma
- Rolando Jaochico, MD, MSN, BSN, RN- MD Angeles University Foundation, Angeles City, Philippines; MSN University of Phoenix, online
- Nilanjana Chakrabarty, MSN, RN- MSN University of Phoenix, Phoenix, AZ
- Bing Bing Zhang, BSN, RN- BSN San Francisco State University, San Francisco, CA
- Charlotte Gage, MSN, BSN, RN- MSN University Texas of Arlington, Arlington, TX
- Chidozie Ibe, MSN, RN-BC- MSN Gardner-Webb University, Boiling Springs, NC
- Chynna Gregory, MSN, RN- MSN San Francisco State University, San Francisco, CA
- Nataly Model, BSN, RN- BSN University of Haifa, Haifa, Israel
- Nneka Chukwu, DNP, RN, CNL- DNP University of San Francisco, San Francisco, CA
- Jynyll Valenton, MAN, BSN, RN- MAN University of Santo Tomas, Manila, Philippines
- Gigi Sarmiento, BSN, RN- BSN Lorma College, San Fernando La Union, Philippines
- Rashmi Patil, MSN AG/ACNP, RN- MSN California State University, Lost Angeles, CA
- Erickson Arado, MSN, BSN – MSN, Grand Canyon University; BSN, Sto. Tomas University, Manila, Philippines
- Leah Belimac, BSN – BSN, Colegio San Agustin, Philippines
- Dawn Bello, RN, BSN – BSN, Global City Innovative College, Philippines
- Victoria Benavides, RN, BSN – BSN, De Ocampo Memorial College, Philippines
- Michiana Bocala, RN, BSN, MSN – MSN, University of Phoenix; BSN, Southville International School & Colleges, Philippines
- Nequita Busby, ADN – ADN, Western Career College
- Joyce Maria Campbell, BSN – Kent State University
- Lolita Delos Santos, BSN – BSN, Arellano University, Philippines
- Shelley Denyer, RN, ADN – ADN, Sheridan College Institute of Technology, Canada
- Hong Phuc Doan, LVN, BSN – LVN, NCP College of Nursing; BSN, ongoing with RN/BSN candidate, Unitek College Fremont
- Norman Factora, BSN – United Doctors Medical Center College of Nursing
- Hatice Genc, DNP, MSN, BSN – DNP, Koc University, Turkey; MSN, Istanbul University Institute of Health Sciences; BSN, Istanbul University Florence Nightingale Nursing School
- Mary Joyce Gomez-Cabanting, MD – Saint Louis University, Philippines, Doctor of Medicine
- Tiffany Hawkins, RN – ASN, Evergreen Valley College
- Criselda Imperio, RN, BSN – Concordia College, Philippines: BSN

- Michelle Johnson, MSN, BSN – Chamberlain College of Nursing
- Amandeep Kaur, MD – Ross University School of Medicine
- Doyinsola Lamidi, BSN – Ladoke Akintola University of Technology Ogbomosho, Oyo State, Nigeria
- Wen Chi-Lee, RN – Pioneer Nursing Institute
- Paula Lochin, BSN – Holy Names University
- Lornise Logan-Berry, BSN – San Francisco State University
- Theresa Lopez, RN – AA, Riverland Community College, Austin, MN; ADN, Unitek College, Fremont, CA
- Jennifer Moeller, MSN, BSN – MSN, San Francisco State University; BSN, Sonoma State University
- Marius Pepenariu, LVN, AA – College of the Desert, Palm Desert, CA: ASVN & ADN; Unitek College, Fremont, CA; B.S., Engineering, Romania; MBA, Phoenix, AZ; Masters in Health Care Management, Phoenix, AZ
- Stephen Santiago, RN, BSN – Manila Doctors College, Philippines: BSN
- Alex Santos, RN – Unitek College
- Regina Yacap, BSN – Manila Central University, Philippines
- Alma Zulueta, LVN, BSN – Manila Doctors College, Philippines: BSN
- Elizabeth Agustin, RN – Mission College, Santa Clara, Ca
- Lauren Cowger, MSN, BSN – University of Saint Mary
- Gladly Mejia, BSN – University of Sto Tomas, Philippines
- Armie Tancinco, BSN – Butuan Doctor's College, Philippines
- Abigail Villena BSN – West Coast University

Online Programs / Courses

- Ahmed Ahmed, MA, BS – Georgia Institute of Technology, Atlanta, GA: BS Industrial Engineering; Western Governors University, Salt Lake City, UT: MA Mathematics
- Lanette Anderson, RN, BSN, MSN, JD – Marshall University, Huntington, WV: AS Nursing; West Virginia University Institute of Technology, Montgomery, WV: BS Nursing; Marshall University, Huntington, WV: MS Nursing; West Virginia University College of Law, Morgantown, WV: Juris Doctor
- Mark Arandia, PhD, MA, BA – University of Dallas, Irving, TX: PhD Political Philosophy; University of Dallas, Irving, TX: MA Political Philosophy; University of Dallas, Irving, TX: BA Political Philosophy
- Sharon Argov, BA, MLS, EdD – Binghamton University, Binghamton, NY: BA English; State University of New York at Albany, Albany, NY: M Library and Information Science; Northcentral University, Scottsdale, AZ: EdD Distance Learning and Online Teaching
- Deborah Blankenship, BA, MA – University of Texas, Arlington, TX: BA Speech Communication/Theatre; Jones International University, Englewood, CO: MA Business Communication
- Rosemarie Branciforte, BA, MS, EdD – College of Mount Saint Vincent, New York, NY: BA English/Education; University of Bridgeport, Bridgeport, CT: MS Education; University of Central Florida, Orlando FL: EdD Curriculum & Instruction
- Gerard Cronin, BS, DC – Excelsior College, Albany, NY: BS; Life University, Marietta, GA: Doctor of

Chiropractic

- Scott Durling, AS, BSN, MSN – Georgian College, Ontario, Canada: AS Nursing; Athabasca University, Athabasca, Canada; Aspen University, Denver, CO: MS Nursing
- Bruce Forciea, BA, DC – Eckerd College, St. Petersburg, FL: BA Psychology; Parker College of Chiropractic, Dallas, TX: Doctor of Chiropractic
- Dawn Graeme, BA, BS, DPT – San Jose State University, San Jose, CA: BA Health Science; UCSF, San Francisco, CA: BS/Certificate Physical Therapy; Drexel University, Philadelphia, PA: Doctor of Physical Therapy
- Deryl Gulliford, PhD, MHA – Ohio State University, Columbus, OH: BS Allied Medical Professions; University of Cincinnati, Cincinnati, OH: MHA; Greenwich University, London, UK: PhD
- Sharon Harmon, BS, EdS, DPM – High Point University, High Point, NC: BS Biology; New York College, New York, NY: Doctor of Podiatric Medicine; Walden University, Minneapolis, MN: EdS
- David Hays, BS/BS, Med – Pittsburgh State University, Pittsburg, KS: BS Mathematics/BS Computer Science; MEd Curriculum & Instruction
- Lindsay Hege, BA, MSW – Elon University, Elon, NC: BA in Human Services; University of North Carolina at Chapel Hill, Chapel Hill, NC: M Social Work
- Hernani L Ledesma Jr, RN, AS, BS, MHA, MSN, EdD, DNP – Mount St. Mary's College, Los Angeles, CA: AS Nursing/MS Nursing; California Polytechnic University at Pomona, Pomona, CA: BS Economics; National University, San Diego, CA: M Healthcare Administration; Pepperdine University, Malibu, CA: Doctor of Education; Western University of Health Science, Pomona, CA: Doctor of Nursing Practice
- Elizabeth McLean, BS, DC – University of Wisconsin, Madison, WI: BS Sociology/Social Work; Palmer College of Chiropractic, Davenport, IA: Doctor of Chiropractic
- Godfrey Medrano, BS, MBA – DeVry University, Pomona, CA: BS Computer Information Systems; University of Phoenix, Phoenix, AZ: M Business Administration
- Michele Monroe-Rowe, BA, MA – Hartwick College, Oneonta, NY: BA Theatre Arts; University of Alabama-Huntsville, Huntsville, AL: MA English & TESOL
- Kelli Roberts, MS, BS – Southern Illinois University at Edwardsville, Edwardsville, IL: BS Biology; Western Illinois University, Macomb, IL: MS Neurobiology
- Natasha Sessoms, BA, MA – Coastal Carolina University, Conway, SC: BA Sociology; North Carolina Central University, Durham, NC: MA Sociology; Purdue University, West Lafayette, IN: MS in Learning Design & Technology

Non-Nursing Programs

- Carlos Sanchez, MBA, Keller Graduate School of Management
- Patrice Suttle, MA, Bryman College
- Jamie Maldonado, MA, Carrington College
- Catherine Camara, MA, Mission Valley
- Paula Yee, MA, MOA, Bryman College
- Miles Millstone, AA, IT, Heald College

Sacramento Campus

- Katherine Pettigrew-Helpley, RDA, CDA – The University of Phoenix, Salida CA: BA in Health & Human Services
- Christie Harrop – CCMA, Kaplan College, Sacramento, CA: Diploma
- Nefretiri Taylor, RDA, CDA – University of Phoenix, Phoenix, AZ: BS in Health Administration
- Katheryn Zaragoza CCMA –AC Carrington College Sacramento, CA: Diploma
- Michelle Tibbetts, MA, Western College of Allied Health Careers, Sacramento, CA: Diploma
- Ashley Paul, MA – Kaplan College, Sacramento, Diploma
- Danelle Diaz – AS Medical Assisting, Sacramento CA
- Marilou Cuevas, RDA, CDA – National University, Philippines: DMD
- Deborah Belden, RN – Contra Costa College, San Pablo, CA: RN
- Andrea Carrillo, LVN – College of the Redwoods, Eureka, CA: LVN
- Michelle Castro, LVN – United States Air Force, USAF School of Nursing
- Priscilla Catingub RN, BSN – Chamberlain University, Sacramento, CA.
- Terrill Curry, LVN – Carrington College, Sacramento, CA: Diploma
- Emmylou DeGuzman, RN, BSN, MAN – Far Eastern University & Martinez Memorial College: Philippines: BSN; Our Lady of Fatima University/University of La Salette, Philippines: MAN;
- Randeep Dhanda, RN, BSN – Carrington College, Sacramento, CA: ASN
- Krista Geissman, LVN, Unitek College, Sacramento, CA: Diploma
- James Geissman, LVN, Unitek College, Sacramento, CA
- Amber Blake (formerly Guthrie), LVN, BS Organizational Leadership; Brandman University
- Rosenda Jewell, LVN – Joint Services, Military
- Linda Kittel, LVN, BS; University of CA, Davis
- Nicole House-Lopez, LVN Career Networks Institute
- Vera Manzyuk MSN, CNS, PHN, RN – California State University, Sacramento, CA.
- Kim Mueller, RN, BSN – University of the State of New York: Regents College, Albany, NY; University of Phoenix: BSN
- Tena Murillo, LVN, ADN – Mid Michigan Community College, Harrison, MI: AND
- Patricia Nelson, LVN, AA – Southwestern Community College, Creston, IA: AA
- Roxanne Ohoaholo, RN, BSN – Indian Hills Community College, Ottumwa, IA; Mercy College of Health Services, Des Moines, IA: BSN
- Alicia Patterson, RN, BS, Mobile University, AL
- Nikaesha Paniagua, MSN, RN, OCN – University of Nevada Reno, Reno, NV; Western Governors University: MSN
- Melinda Powell, RN, BSN, Eastern Michigan University
- Jennifer Rosas, RN, BSN – Indiana State University, Terre Haute, In: BSN

- Fawn Sanchez, LVN, AS – Yuba Community College, Woodland, CA: AS
- Kimberly Sarver, RN, BSN – Truckee Meadows Community College, Reno, NV; University of Nevada Reno, Reno, NV: BSN
- Patricia Scott, LVN, BS in Business Administration, Colorado Tech University, CO
- Marla Shauer, BSN – George Mason University, Fairfax, VA. MSN, CNM – University of Pennsylvania, Philadelphia, PA. BA in Sociology – Empire State College (S.U.N.Y.)
- Naveed Shaukat, MBBS, Islamia University, Pakistan; MPH, Purdue University
- Sonja Sheppard, RN, BS, University of Southern Mississippi; Master’s in Education, AIU; PhD, Capella University, MN
- Carla Smith, RN, BSN, PHN, MBA – San Diego State University, San Diego, CA; National University, San Diego, CA: MBA
- Dori Tinsley, LVN – Rich Mountain, Mena Arkansas
- Michelle Trimble, LVN – WIA School of Practical Nursing, Detroit, MI: Diploma
- JoAnn Thompson, LVN – Sacramento City College
- Theresa Williams, RN, ASN – Western Career College, Sacramento, CA: ASN

San Jose Campus

- Alethea Bejarano – RDA – COCC; Bachelor of Science – DeVry University; General Education – SJCC
- Angela Heredia: RN, BSN Texas Tech University Health Sciences Center, Lubbock Texas
- Anquinette Cray: RN, DNP Grand Canyon University, Phoenix Arizona
- Elaine Pascua RN,BSN, MPA Medina College, Philippines: BSN, Misamis University Phillipines: MPA
- Gurpreet Kaur RN, MSN- R D Memorial College of Nursing, Bhopal, Madhya Pradesh, India BSN- Baba Farid University of Health Sciences, Faridkot, India
- Janette Podeszwa: RDA – Mission Trails ROP School, Salinas, CA; Phlebotomy – Hartnell College
- Jessica Wharton RN, ADN, Unitek College Fremont, CA: ADN California State University, East Bay, Hayward CA: BA
- Joseph Eslao RN,MSN San Jose State University, San Jose CA: MSN
- Josephine Relos, LVN, BS – University of the East, Philippines: BS
- La Kedia Banks RN, MSN University of Alabama at Birmingham Alabama
- La Tisha Washington RN, MSN Chamberlain College of Nursing, St Louis Missouri
- Laurie Jones, RN, BSN – Washington State University, Spokane, WA: BSN
- Leyla Eskandari BSN- University of Phoenix, Arizona
- Lori Kunza-Vitale, LVN – Mission College, Santa Clara, CA: Certificate
- Madhusudana Yaratha, MD – Guntur Medical College, India: MD
- Marguerite Pratt, RN, Muhlenber Hospital school of Nursing, Plainfield , NJ: Diploma, MA Health Science/Healthcare Admin, San Jose State University San Jose, CA
- Mariano Cadiz, RN, BSN – Dr. Carlos S. Lanting College, Philippines: BSN

- Maureen Cox: RN, BSN University of New Hampshire, Durham New Hampshire
- Michelle Munoz – Medical Assistant Certificate – Center for Employment Training, San Jose
- Ming LI Xu, MSN-FNP – National University, San Jose, California
- Najmeh Zadeh RN, MSN Samuel Merritt University, Oakland CA: MSN
- Rachel Garcia: CMA – Center for Employment Training, San Jose CA; Medical Assistant Residency Program, Sutter Health-PAMF Sunnyvale CA
- Rosalie Savella LVN, ASVN Medical Career College, Fremont CA: LVN certificate, Unitek College, Fremont CA: ASVN
- Sheila Labata, MS in HR Management – Illigan Medical Center College, Illigan City, Phillippines; Master of Arts in Nursing – Misamis University Ozamiz City, Phillippines
- Shweta Sheel, Bachelor of Medicine & Surgery, Gauhati University, India
- Shwetha Chiluveru – MD – NTR University of Health Sciences, India; ECFMG Certified
- Sindhu Sebastian RN MSN, – Father Muller College of Nursing, Rajiv Gandhi University of Health Sciences, Bangalore, Karnataka, India – MSN with OB and Gynecological Nursing, BSN-Manipal College of Nursing, Manipal University, Manipal, Karnataka, India
- Sylvia Lee, RN, BSN, MSN – San Francisco State University, San Francisco, CA: BA in Chinese; San Francisco State University, San Francisco, CA: MSN; San Francisco State University, San Francisco, CA: MA in Education & Technology
- Victoria Finck, MSN – San Jose State University, San Jose, California
- Vilma Cadiz: RN, BSN, MSN – MSN-Holy Names University, Oakland CA, BSN -Our Lady of Fatima College of Nursing Valenzuela, Philippines
- Virginia Dalmacio: RDA, CDA, BS in Applied Management – Everest College, San Jose, CA: Dental Assisting Diploma; Training & Human Resource Certificate – UC Santa Cruz Extension, Santa Clara, CA; Everest University, Tampa, FL
- Wendi Zuccaro: CMA – Bryman College, San Jose CA

Hayward Campus

- Neda Asgharnia, DC – Palmer College of Chiropractic West, San Jose, CA: Doctor of Chiropractic
- Aziza Bell – Sparrow, RN – Ohlone College, Fremont, CA: ADN/BA UC Santa Cruz, CA
- Nequitha Busby, LVN, Carrington College, Sacramento, CA: Certificate
- Ronelda Capili RN, BSN – University of the Assumption, PI: BSN
- Shara Crary, RN, DNP – Capella University, Minneapolis, MN: Doctorate of Nursing Practice
- Judith Gitonga LVN, BS – Excelsior College, Albany, NY: BS
- Lisa McCoy, LVN – West Valley Mission College, Santa Clara, CA: Certificate
- Rachelle McEntee-Catap RN, BA – CSU, Hayward, CA: BS
- Randal Rehling, RN, BSN – University of Missouri, Columbia, MO: BSN
- Reagan Sanes, RN, BSN, Unitek College
- Cessani Smith, LVN, AA – Chabot College, Hayward, CA: AA

- Heidi Sumague, RN Excelsior College, Albany NY: ASN
- Mercy Totty, RN, BSN – North Carolina A&T
- Elizabeth Woodard, LVN – Saint Mary’s College of California, Moraga, CA: AS
- Xavier Yabut II RN, BA – Academy of Art University, San Francisco, CA: BA
- Sophia Brown, RN, BSN – Liberty University, Lynchaburg, VA: BSN
- Dante Dizon, MA, CPhT, University of the Philippines Manila
- Charisma Morgan, CCMA – MA Diploma, AA Chabot College, Hayward, CA
- Shawnt’a Jones – MA Diploma, CPT1, AS Ashford University, San Diego, CA

South San Francisco Campus

- Salima Wazir Ali, LVN – NCP College of Nursing, South San Francisco, Ca
- Albert Alindogan, LVN – NCP College of Nursing, South San Francisco, Ca
- Neda Ashgharnia, DC – Palmer College of Chiropractic West, San Jose, CA: Doctor of Chiropractic
- Jessica Chua, BSN, RN – Chinese General Hospital College of Nursing, Philippines: BSN
- Ivan Emilliano, LVN – NCP College of Nursing, South San Francisco, CA: Vocational Nursing Program
- Emma De Castro, LVN – NCP College of Nursing, South San Francisco, Ca
- Amalia Ficarra, RN, ASN – RN: City College of San Francisco
- Mary Joyce Gomez, MD – Saint Louis University , Philippines: Doctor of Medicine
- Kathy Mc Court, MSN, BSN – MSN: University of California, LA, CA; BSN: D’Youville College, New York
- Zenaida Morales, MD – Perpetual College of Medicine, Philippines
- Cynthia Muzzatti, RN, NP, PHN – BSN: University of San Francisco, San Francisco, CA; Post Masters Pediatric Nurse Practitioner: UCSF
- Rosvic Reyes, LVN – BA in Communication: The Philippine Women’s University, Philippines
- Ryan Sanchez, BSN, MSN – BSN: Jacksonville University, FL
- Linda Johnson RN, BA, MA – RN: Chabot College, CA; Phd: PNEUMA Theological Seminary
- Aileen Valles, LVN – Carrington College, San Leandro, CA
- Angelica Labrado, LVN
- Felix Levy – MSN: Chamberlain College, FL; BSN: University of San Francisco, CA
- Sheily Sabado, LVN – BSN: Mariano Marcos State University, Philippines
- Leslie Silket, RN – BSN, California State University East Bay
- Angelique Jordan, LVN – City College San Francisco
- Christiena Charanghat, RN – Samaritan College of India
- Richard Layne, RN – BSN, San Francisco State University
- Kimberly Douglas, RN – MSN, Holy Names College; BSN, Holy Names College, Oakland CA

SUMMARY OF CATALOG CHANGES

Feb 15, 2021

- Tuition updated to reflect new STRF fees from California BPPE
- Updated Holiday schedules for 2021

March 29, 2021

- Added details to “**Nursing (BSN) Program: course progression**”

April 2021

- Plagiarism Policy updated to apply across all accredited schools under Unitek Learning

May 2021

- Added specific section for Associate of Science in Vocational Nursing (ASVN) program

June 2021

- Drug Screening Revision
- VN Program Admission Revision

POLICY AND PROGRAM CHANGES

The college updates the catalog at least once per year. The catalog is reviewed by the management team for any updates or changes prior to publishing and implements them as needed. A current version of the catalog can be found on the school’s website. Prospective students are provided with a PDF copy of the catalog prior to signing an enrollment agreement.

The college reserves the right to make changes in organizational structure, policy & procedures as circumstances dictate. The college reserves the right to make changes in equipment & materials & modify curriculum as approved by accrediting bodies. When size & curriculum permit, classes may be combined to provide meaningful instruction & training & contribute to the level of interaction among students.

The college regularly evaluates feedback received through our Advisory Board as well as information received from students through regular evaluations. Based on feedback, the college agrees to implement changes to improve the quality of the programs offered.

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.

The college reserves the right to make changes in the enrollment criteria, academic requirements, grading standards & other processes at any time.

LEGACY PROGRAMS

The following programs have ceased enrollment but have active students as of the date of this catalog. A program will be removed from this section after its last student graduates.

MEDICAL ASSISTING

The program version below has ceased enrollment due to updates in the course sequence & structure reflected in the currently-offered Medical Assisting program described in the main body of the catalog.

Program Overview

This program is designed to produce a competent and safe entry level Medical Assistant. This program emphasizes administrative and clinical skills and includes extensive instruction in medical terminology, medical office procedures, medical/clinical procedures, basic anatomy and physiology, and special duties common in the field. The externship provides practical experience in physicians' offices, hospitals, or other healthcare facilities. Emphasis is placed on communication, critical thinking, human relations, decision making, and other skills required of well-qualified medical personnel.

Students receive a strong foundation in the skills needed to begin work as a Medical Assistant, combining in-class instruction with hands-on lab skills experience. The externship provides opportunities to put into practice the skills learned in the classroom and the lab. Courses cover multiple aspects of medical assisting including typing, transcription, record keeping, accounting, and insurance. Students learn laboratory techniques, clinical and diagnostic procedures, pharmaceutical principles, medication administration, first aid, common office practices, patient relations, medical law, and ethics.

Graduates of the program may be eligible to take various professional certification exams, including the NCCT exam required for the National Certified Medical Assistant (NCMA) credential and the American Medical Technologists (AMT) to earn the Registered Medical Assistant (RMA) credential. Such credentials are not required to graduate but may be of value depending on a student's particular career goals. Faculty are available to advise students seeking such professional certifications.

Classroom and Lab Environment

The labs are fully equipped to simulate an office and clinic setting. Lab equipment includes: micro-hematocrit centrifuge, blood and urine centrifuge, pulse oximeter, electrocardiogram machine, glucose meters, sphygmomanometers (B/P) cuffs, patient height and weight scale, infant height and weight scale, autoclave machine, and a hemoglobin meter.

Educational Objectives & Corresponding Occupation

Graduates are prepared to gain employment as entry level Medical Assistants (SOC code 31-9092.00), performing administrative functions such as answering telephones, scheduling appointments, greeting patients, updating and filing patient charts, ordering supplies, arranging for hospital admission and laboratory services, handling billing, collections, and bookkeeping. Graduates will also be trained in the use of electronic medical records software and will be prepared to perform Clinical functions such as relaying prescriptions to a pharmacy, collecting and preparing laboratory specimens, sterilizing medical instruments, preparing patients for x-rays, taking electrocardiograms, removing sutures and changing dressings.

Courses and Hours

After successful completion of all on-campus instruction, students can be scheduled for a full time externship. Students must complete all on-campus instruction to be eligible to start externship and are required to complete 150 hours of outside-class assignments and projects throughout the program.

Courses ("Modules")	Instructional hours	Semester credits
HCMA 110: Introduction to Medical Assisting & Medical Law	85	3.5
HCMA 111: Pharmacology, Medication Administration, Diagnostic Imaging	85	3.5
HCMA 112: Patient Assessment, Cardio-Pulmonary, Gastroenterology	85	3.5
HCMA 113: Eyes, Ears, Nose, Throat, Nervous System	85	3.5
HCMA 114: Stages of Life: Pediatrics, Ob/Gyn, Geriatrics	85	3.5
HCMA 115: Computerized Medical Assisting	85	3.5
HCMA 116: First Aid, Emergencies, Behavior in Acute situations	85	3.5
HCMA 117: Medical Assisting Externship or HCMA118: Medical Assisting Capstone	165	3.5
TOTALS	760	28

HCMA 110– Introduction to Medical Assisting/ Medical Law

This course is designed to introduce the student to the healthcare industry, it provides student with the opportunity to explore and learn the role of the medical assistant in healthcare. Content focus is inclusive, but not limited to: the attitudes and behaviors expected of the medical assistant healthcare worker, attitudes and behaviors of the client population with an emphasis of interpersonal behaviors; entry level assisting in the clinical laboratory, vital signs, communications, and the function and use of computers in the medical environments. In addition, the module provides students with guidelines and tips for being a successful student in the program.

HCMA 111 – Pharmacology, Medication Administration, Diagnostic Imaging

This course introduces students to the Medical Assistant’s role in healthcare related to pharmacology, diagnostic imaging and Anatomy & Physiology. Content includes, but is not limited to: terms and structures and function of the body; the skin and the muscular skeletal systems; calculation of dosages for injection, by mouth medications both liquids and solids, transdermal, inhalation, instillation, and topical administration of medications using various formulas of medical dosage calculations, assisting with physical examination by positioning and providing privacy for a patient; setting up correct instruments and supplies, explaining the procedures to the patient, and maintaining patient safety before, during, and after the procedure; positioning and providing privacy for patients for diagnostic imaging. Lecture and demonstrations are reinforced with hands on activities.

HCMA 112 – Patient Assessment, Cardio-Pulmonary, Gastroenterology

This course introduces students to the Medical Assistant’s role in healthcare related to assessment process and procedures, and the Cardio-Pulmonary and Gastrointestinal Systems. Content includes but is not limited to: structures and functions of the Cardio- pulmonary and GI systems; role of the medical

assistant in the prevention of disease and the promotion of behaviors that will decrease the risk of infection and promote a healthy environment. The student will have the opportunity to learn and assist with performing EKG and Respiratory tests.

HCMA 113– Eyes, Ears, Nose, Throat, Nervous System

This course is designed to introduce the student to the healthcare industry, it provides student with the opportunity to explore and learn the role of the medical assistant in healthcare as relates to the A & P of the Sensory, Nervous and Endocrine System; content will be presented to facilitate the learning and understanding of the diseases and malfunctions of these systems. Content includes but is not limited to: introduction of basic anatomy and physiology of the Eye, Nose, Throat; Central Nervous System; Endocrine System; phlebotomy as relates to the Blood System with both academic clinical theory and hands-on experience; assisting the physician in the examination and performing of minor procedures done in the office and clinics. In addition, this module includes patient education in the preparation for examinations and procedures. The student is provided with real-world lab experience to prepare for employment in the healthcare field / workplace.

HCMA 114 – Stages of Life: Pediatrics, OB/GYN, Geriatrics

This course introduces the student to the roles and responsibilities of the Medical Assistant and provides student with the opportunity to explore and learn content as relates to the stages of life; surgical asepsis; care, use and handling of surgical instruments and the surgical environment; the process and procedures for a urinalysis. In addition, they will be provided with content and the opportunity to learn the A & P of the Male and Female Reproductive Systems; participate in the basic concepts for assisting in self-examination for the prevention of breast and testicular cancer; understanding obstetrics/gynecology calculations of the EDD in preparation for externship in physician's office and clinic setting.

HCMA 115 – Computerized Medical Assisting

This course provides student with the opportunity to explore and learn the role of the medical assistant in healthcare as relates to processes and skills in management and smooth running of the business aspects of a medical practice. Content focus is inclusive, but not limited to: Front office skills and processes: Accurately scheduling, medical record keeping, filing, health insurance, billing and coding practices, banking services and procedure; communication through various modalities such as telephone and computers; professional conduct.

HCMA 116 – First Aid, Emergencies, Behavior in Acute Situations

This course provides the student with the opportunity to explore and learn the role of the medical assistant in healthcare related to professional behavior in the healthcare workplace, communication and use of interpersonal skills and human behaviors in acute, crisis and stressful situations; medical ethics; patient education in emergencies and first aid situations, triaging in the physician's office and clinic setting. Content includes but is not limited to: preparation for examinations and procedures in emergency, non-emergency situation and first aid situation; information related to job search.

HCMA 117 – Medical Assisting Externship

This course provides the student with the opportunity for continued learning and the chance to demonstrate the ability to transfer classroom knowledge to externship setting. The student will report to the preceptor, assigned by the affiliate medical externship site. Students will work under the direct

supervision of these preceptors. Completion of 160 hours will be done in a variety of clinical settings. 5 hours of the externship module are completed in classroom setting prior to being assigned to clinical externship hours; information will be inclusive of, but not limited to: job seeking skills, resumes, cover letters, interview process, communication in the work place. Some of the office and clinical sites require substantially more externship hours. Students are required to fill out time sheets weekly and have preceptor verification of hours worked.

HCMA 118 – Medical Assisting Capstone

The capstone course focuses on learning opportunities to integrate and apply both administrative and clinical knowledge, theory and understanding from previous course work in the medical assistant program. The learning experiences in this course result in a consolidation of a student's educational experience and emphasis will be placed on the application of knowledge and skills acquired during the program. Virtual learning and web related activities will occur for front office, back office competencies, critical thinking skills and teamwork skills expected of a medical assistant. Study and test taking techniques will be reviewed. Students demonstrate the achievement of program competencies through online experiences culminating in a comprehensive examination with a satisfactory score prior to completion of this course. Successful completion of this course is required for graduation.

This course is offered 100% online and divided into units through the learning management system called Canvas. To earn a grade in this course, students are required to complete all of the assigned course work within each unit by the published deadlines. Students will log in to their course several times per week to view the interactive lesson and participate in discussion forums. The weekly online discussions help the learner provide an opportunity to interact and share with other students. Responding to case study scenarios, topics and issues requiring critical thinking, and designing a comprehensive examination with a satisfactory score are requirements of the course.

INFORMATION TECHNOLOGY

Stopped enrolling September 2020 at the Fremont and Concord campuses

Program Overview

Unitek College's Information Technology program covers computer system concepts and skills required in a wide range of possible small to mid-sized business environments. The labs include virtual environments to simulate multiple real-world scenarios, as well as physical workstations for hands-on skills training.

Classroom and Lab Environment

The program combines classroom and laboratory space to ensure easy accessibility and allow instructors to closely supervise students. Each student will have an individual computer workstation. Lab equipment includes tool, software and hardware systems. Maximum number of students in classroom/labroom: 24 (Concord), 18 (Fremont)

Educational Objectives and Corresponding Occupation

This program prepares students to obtain entry-level positions in Computer System Support (SOC codes 15-1151.00 & 15-1152.00). Graduates earn a Diploma and are prepared to explain computer hardware and software concepts to a variety of audiences, work individually and in teams on IT-related tasks. Graduates may also be eligible to take various professional certification exams. Such credentials are not required to graduate but may be of value depending on a student's particular career goals. Faculty are available to advise students seeking such professional certifications.

Certification Disclosure

As stated above, graduates of the IT program may be eligible to sit for various professional certifications. We have determined that these certifications are not required for employment in the state in which the campus offering the program is physically located (i.e., the home state). However, we have not determined whether any of these certifications are required for employment in states other than the home state. Additionally, we have not determined whether the IT curriculum qualifies for all IT-related professional certifications. Students who are located in states other than the home state or who plan to relocate should research any certification or employment requirements for their respective chosen state.

Courses and Hours

Courses ("Modules")	Instructional hours	Semester credits
CITP 120 Office Suite Support	100	4
CITP 125 Basic Networking Essentials	100	4
CITP 130 Security Essentials	100	4
CITP 135 Windows Desktop Essentials	100	4
CITP 140 Windows Server Essentials	100	4
CITP 145 PC Hardware	100	4

CITP 150 IT Externship or CITP 155 IT Capstone	160	3.5
TOTAL	760	27.5

Normal program completion time: 9 months

CITP 120 Office Suite Support

This course presents essential introductory and advanced features of Microsoft Office 2016. It includes video, interactive demonstrations and advanced Office skills to assist a student if they wish to pursue Microsoft Office Specialist certifications for each topic (Word, Excel, PowerPoint, and Outlook). The depth and detail of this course will help prepare a student for a Help Desk position or Office support.

CITP 125 Basic Networking Essentials

This course will cover the knowledge and skills necessary to manage, maintain, troubleshoot, install, operate and configure basic networking infrastructure, describe networking technologies, basic design principles, adhere to wiring standards and use testing tools. This module will prepare the student for an entry level network support position.

CITP 130 Security Essentials

Students learn the skills required to identify risk and participate in risk mitigation activities, provide infrastructure, application, operational and information security, apply security controls to maintain confidentiality, integrity and availability, identify appropriate technologies and security products, and operate with an awareness of applicable policies, laws and regulations. This module will prepare the student for an entry level system administrator position.

CITP 135 Windows Desktop Essentials

This course teaches students to configure Windows desktop computers under several common scenarios, including: installing, upgrading, and migrating, configuring hardware and applications, configuring network connectivity, and monitoring and maintaining Windows systems. The module will prepare the student for an entry level helpdesk or system administrator position.

CITP 140 Windows Server Essentials

This course provides an overview on entry level server management, installation. It includes coverage of Active Directory and Network Infrastructure organization. The focus of this class is learning to install and setup a server in a domain environment. Various server roles are covered including DHCP, DNS, and Domain Controller replication. This module will prepare the student for an entry level server support position.

CITP 145 PC Hardware

This course covers the fundamentals of computer systems, networking and security; identification of hardware, peripheral, networking and security components; basic functionality of operating systems; basic troubleshooting methodologies and safety procedures; security practices. This module will prepare the student for an entry level helpdesk or computer repair position.

CITP 150 IT Externship

Consists of a supervised experience (paid or unpaid) at an appropriate technical facility. Providing an opportunity for students to practice/be exposed to administrative and technical procedures where skills they have learned can be utilized. Student's hands-on experience may include troubleshooting, storage devices, data reconfiguring, data imaging and migration, network management and program installations. The student will report to the site supervisor, assigned by the affiliate externship site. Students will work under the direct supervision of these managers. Completion of 160 hours is required. Students are required to fill out time sheets weekly and have supervisor verification of hours worked. This module provides a transition from a classroom and lab environment to a "real world" environment with "real world" issues to be addressed. This module prepares the student for transitioning to a fulltime work environment in Information Technology.

CITP 155 IT Capstone

This course presents an opportunity to increase the skills and knowledge gained in previously-completed modules, and to potentially earn TestOut Pro Certifications with a Skills Guarantee (such credentials are not required to graduate but may be of value depending on the student's particular goals). Each student will select at least 2 of the following modules for additional learning:

Module	Skills Guarantee Available
CITP 120 Office Suite Support	No
CITP 125 Basic Networking Essentials	Yes
CITP 130 Security Essentials	Yes
CITP 135 Windows Desktop Essentials	Yes
CITP 140 Windows Server Essentials	Yes
CITP 145 PC Hardware	Yes

Students will engage in asynchronous learning to augment and extend previous module knowledge and skills. They will utilize TestOut Pro Certification practice exams before requesting access to the actual Pro Certification exam which may only be taken once without incurring an additional cost. If an additional attempt is desired by the student, the student is responsible to contact TestOut directly and satisfy all additional fees and requirements.

If a student's grade on the TestOut Pro Certification Exam meets TestOut's requirements, and all other qualifications have been met according to TestOut, the student can earn a TestOut Skills Guarantee for each qualifying module. More information on this process is available from the Program Director or Instructor.

This Fremont campus program has paused enrollment as of Dec 2020; 100% online except for the independent project/practicum

Program Overview

The online RN-to-BSN DE program is a Degree-Completion program that transitions Associate Degree Registered Nurses (SOC code 29-1141.00) to the Bachelors level. The Bachelors of Science Degree in Nursing is typically required of Registered Nurses to progress to Leadership roles. Upon completion of the program, students will be awarded 121 semester credits, which include 60 credits granted for prior lower-division coursework (an Associate Degree in Nursing) & up to 30 credits for qualifying prior upper-division coursework.

Educational Objectives / Program Outcomes

The Program goals and objectives for the RN to BSN program are associated with the goal geared toward the graduates as active members of the professional and capable of assuming leadership roles as well as being ready to:

1. Apply strong critical thinking/ problem solving competencies in crisis
2. Synthesize analytical reasoning within a framework of creative inquiry & situational context resulting in the development & implementation of appropriate, competent
3. Explore & define a role as a positive change agent in the work force & community.
4. Adhere to ethical, legal, regulatory & professional standards for nursing
5. Utilize insight, intuition, & empirical knowledge in a commitment to nursing
6. Apply evidence-based knowledge from nursing & related disciplines to shape
7. Provide nursing care that reflects sensitivity to physical, social, cultural, spiritual, & environmental diversity of
8. Apply management, delegation, & supervision strategies in planning, implementing, & evaluating nursing
9. Explore political, economic, organizational, educational, & advocacy resources & strategies to improve health care delivery to individuals, groups, families, communities, national & global
10. Accept accountability for lifelong learning, professional growth, & commitment to the advancement of the
11. Demonstrate professional nursing standards, values & accountability.

Corresponding Occupation

This program leads to employment as a Bachelors-prepared Registered Nurse.

Pre-Requisites

Prior to admission to the 300-level courses of the RN to BSN Program, students must demonstrate completion of 60 semester units (the General Education & Nursing pre-requisites outlined below) & proof of a current unrestricted RN license. An official transcript MUST be provided for all pre-requisites prior to admission & will only be accepted from an accredited institution approved by the US Department of Education or, in the case of foreign transcripts, when such transcripts have been evaluated by a recognized 3rd Party & deemed equivalent to coursework from an accredited institution approved by the US

Department of Education. Please Note – students must demonstrate that they have successfully completed all required pre-requisites with a minimum cumulative GPA of 2.5 on a 4.0 scale & no less than a “C” (2.0) in any course (as calculated by the granting institution).

REQUIRED GENERAL EDUCATION PRE-REQUISITE COURSES	UNITS
Microbiology with Lab	4
Human Anatomy with Lab	4
Human Physiology with Lab	4
English, Reading & Composition (College level)	3
Math: Intermediate or College level Algebra or higher	3
General Psychology	3
General Sociology or Cultural Anthropology	3
Public Speaking or Speech	3
TOTAL GENERAL EDUCATION UNITS	27

REQUIRED PRE-REQUISITE NURSING COURSES	THEORY	CLINICAL
Medical- Surgical Nursing; Theory & Clinical: <i>may include leadership & geriatrics</i>	10	14.5
Obstetrics-Maternity Nursing; Theory & Clinical	1.5	1
Mental Health/Psychiatric Nursing; Theory & Clinical	2	1.5
Pediatric Nursing; Theory & Clinical	1.5	1
TOTAL NURSING UNITS	15	18

The following upper division courses are taken at Unitek College (61 Semester Units).

Note: Courses may not be offered in this exact sequence. A full-time pace is shown below.

FIRST SEMESTER		UNITS
RNSG 301	Transition to Professional Nursing	3
ENG 337	Professional Writing	3
RNSG 309	Cultural Diversity In Health Care	3
RNSG 313	Issues & Trends in Contemporary Practice	3

TOTALS		12
SECOND SEMESTER		
RNSG 321	Pathophysiology	4
RNSG 325	Advanced Health Assessment	4
RNSG 327	Nursing Research	4
TOTALS		12
THIRD SEMESTER		
RNSG 331	Ethics in Today's Health Care	3
RNSG 333	Clinical Decision Making – Diagnosis & Management	3
SOC 335	Complementary & Alternative Medicine in Healthcare	3
ECON 324	Economics in Healthcare	3
TOTALS		12
FOURTH SEMESTER		
BUS 307	Informatics in Healthcare	4
RNSG 407	Pharmacotherapeutics	4
RNSG 409	Community & Public Health Nursing	4
TOTALS		12
FIFTH SEMESTER		
RNSG 403	Family Nursing Theory & Practice	3
BUS 428	Managed Care & Healthcare	4
RNSG 434A	Leadership & Management	3
RNSG 434B	Leadership & Management Practicum	3
TOTALS		13
TOTAL PEOGRAM UNITS TAUGHT BY UNITEK COLLEGE		61

RNSG 301 – Transition to Professional Nursing

This course focuses on concepts & characteristics of the professional nursing role of the BSN graduate; providing practical applications for topics directly related to nursing practice. Research and critical thinking are emphasized.

BUS 307 – Informatics in Healthcare

In today's complex health system, it is important for healthcare providers to have an understanding of the information management process: compiling, disseminating & maintaining crucial data. This course addresses both the principles & guidelines of health information management & focuses on the integrated approach of informatics. Students will evaluate informatics as it applies to patient safety, decision-making & the evaluation of measurements & patient outcomes.

RNSG 309 – Cultural Diversity in Health Care

This course explores beliefs, practices & traditions pertaining to cultural diversity, healing traditions & effects on the health care of individuals with different ethnic backgrounds. The course presents content that promotes increased awareness of the dimensions & complexities involved in caring for people from diverse cultural backgrounds. Focus: influences of recent social, political & demographic changes in delivery of health care; exploration of issues & perceptions of health & illness today.

RNSG 313 – Issues & Trends in Contemporary Practice

Course presents content intended to explore nursing's past, current & future impact in the health care environment & in particular nursing practice. Local, national & international issues are examined. Additional focus: examination of the impact of current issues & trends on initiating changes in nursing practice, education & science.

RNSG 321 – Pathophysiology

The course content is focused on the etiologic, symptomatology & pathologic characteristics of human diseases; health promotion, disease prevention, & the progression of disease & treatment are explored. Genetic, ethnic & cultural variables & their effects on human diseases are analyzed. Content is intended to promote critical thinking in nursing practice.

ECON 324 – Economics in Healthcare

It is important for healthcare providers to have a basic understanding of how economics impacts management decision-making. The course provides an introduction to the application of economic concepts & principles; decisions related the amount, organization & distribution of health care services. Focus: content that will provide information for health care managers that will assist them in functioning as positive role models in the reform of healthcare; economics perspectives of management decision making; theoretical foundation for the study of finance, accounting, marketing & planning.

RNSG 325 – Health Assessment / Advanced

This course provides the BSN student with the opportunity to build on their assessment skill & decision-making competencies related to individual patient care in the area of medical surgical nursing. Course is taught through the utilization of web learning activities, case studies & written assignments. Focus is place on advanced assessment; comparing & contrasting of normal & abnormal finds; development of nursing plans of action to address specific scenarios which present nursing history, chief complaint & physical assessment & findings.

RNSG 327 – Nursing Research

This course provides an introduction to the principles & procedures involved in nursing research. The

scientific method & its application to nursing inquiry are emphasized. A student successfully completing this course will possess: (1) a broad understanding of the process & outcomes of research methodology; (2) an appreciation of the strengths & limitations of research; (3) an understanding of the ethical considerations inherent in research; (4) a solid understanding of typical experimental designs & their application, (5) statistical techniques utilized in nursing research, & (6) the ability to evaluate the credibility of typical research oriented publications.

RNSG 331 – Ethics in Today’s Health Care

The course focuses on ethical issues in today’s health care environment, examination of individual values, professional values & effects of culture on an individual’s value system. The course provides content on value development, ethical theories & real life examples intended to motivate & stimulate thought process & discussion. Web related activities are designed to promote the development of methods to resolve ethical & legal issues encountered by nurses in the health care environment of today.

RNSG 333 – Clinical Decision Making: Diagnosis & Management

Course content is designed to meet knowledge requirements to function in critical care settings. Emphasis is placed on learning activities that address clinical judgment in eight major categories: Cardiovascular, pulmonary, endocrine, hematology/immunology, neurology, gastrointestinal, renal, & multisystem, & explore concepts of professional caring & ethical practice in nursing.

SOC 335 – Complementary & Alternative Medicine in Healthcare

This course acquaints students with alternative practices, which may become standards of care in the near future. It also helps students learn to evaluate the strengths & weaknesses of the claims made by the proponents of these practices so they can more readily separate real knowledge from emotional advertising. This course provides a balanced overview of a selection of complementary & alternative medicine interventions & presents practice in & techniques for objectively assessing the validity of claims presented in formats different than usually acceptable to current “Western” science.

ENG 337 – Professional Writing

Course focus: principles & practices for the creation of effective business letters, memos, reports & professional contexts. The course teaches students the rhetorical principles that assist them in developing their own ethical business writing style that can be applied to a variety of professional situations & audiences. Course provides opportunity for the student to experience & utilize an innovative total web approach to learning.

RNSG 403 – Family Nursing Theory & Practice

Course builds on previous knowledge related to concepts & theories applicable to families, & family nursing. Focus is on relationship between individuals, family; effects of family health on individual member of the family; cultural concepts & characteristics of a family; assessment of family power; construction, interpretation & inference of genogram; nursing knowledge, competencies & attitudes needed in caring for culturally diverse families.

RNSG 407 – Pharmacotherapeutics

This course provides the Bachelors of Science in nursing student the opportunity to build on prior

knowledge of pharmacology. Emphasis is placed on examining various classifications of drugs & the effect on the human body. Focus is placed on physiological reactions to medications; appropriate nursing roles & responsibilities in medication administration, monitoring effects, & evaluation of therapeutic effects. Web related activities, computer based written assignments are integrated.

RNSG 409 – Community & Public Health Nursing

Presents core concepts of community and public health nursing across the life span, utilizing detailed case studies and web-based learning activities. Focus: Community health nursing and public health principles: prevention, health promotion, protective services benefiting various population groups; impact of global health status on national health agenda & community empowerment.

BUS 428 –Managed Care & Healthcare

This course focuses on the impact of managed care on health care delivery. Its goal is to help students better understand what managed care is, how managed care works, and to guide the student in acquiring knowledge of reimbursement, quality, legal & ethical issues involved with managed care programs. A diversity of managed care models are presented, including HMO's, PPO's, IPA's and others.

RNSG 434A – Leadership & Management

This course examines the nurse as a leader in a variety of contexts and settings. This didactic portion is 3 units; the practicum portion is 3 units in 8 weeks. Students will have the full semester to complete their independent project. The course provides the nurse with skills needed to ensure that employing organizations are guided accurately and effectively through periods of transformation. The course also provides strategies for handling challenges that arise in health care organizations in order to better assist nurse leaders in creating a healing environment for both consumers and healthcare providers. This course prepares students for the practicum portion of the course RNSG434B, in the RNSG434B course, all students are required to complete an independent student 'practicum' during the capstone course RNSG 434 Leadership and Management. Students are required to submit ACA 18.1 – Preceptor Information Form and the Preceptor's Curriculum Vitae/Resume to the RNSG434B Faculty on Record one week prior to the end of the RNSG434A course. Students who do not submit the required documents within the timeline will not be permitted to continue into the RNSG434B course.

RNSG 434B – Leadership & Management Practicum

As nursing is a practice based profession all students are required to complete an independent student 'practicum' during the capstone course RNSG 434 Leadership and Management. The didactic course is 3 units; this practicum portion of the course will be 3 units in 8 weeks. The student will have the full semester to complete their independent project. The American Association of Colleges of Nursing (AACN) White Paper: Expectations for Practice Experience in the RN to Baccalaureate Curriculum (2012) will be included in the course syllabus. This document can be found at www.aacnnursing.org/Portals/42/News/White-Papers/RN-BSN-Expectations-White-Paper.pdf

All students are required to read the 'white paper'; it will provide several suggestions for the students' independent practicum project.

