



# Unitek COLLEGE

## SCHOOL CATALOG

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

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

**Online:** [www.unitekcollege.edu](http://www.unitekcollege.edu)

EFFECTIVE DATES: JANUARY 1, 2023 to DECEMBER 31, 2023

Unitek College reserves the right to change this catalog’s content, terms and conditions at any time without prior notice. Information in this catalog is current at the time of publishing.

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## COLLEGE INFORMATION

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Unitek College is an accredited, private institution that combines unique academic and technical specialties to provide a superior education in the areas of healthcare and nursing. Unitek College provides healthcare career training, clinical placement, and employment assistance.

Please note throughout this catalog, “Unitek College” may be referred to individually as “the school” or “the college”.

## MISSION & EDUCATION PHILOSOPHY

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### Mission

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:

### Objectives

- 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

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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.

In 2019, Unitek College expanded outside of California by adding a branch of the Fremont, CA campus in Reno, NV.

## ACCREDITATION & APPROVALS

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### INSTITUTIONAL



### 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.

## 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.

## PROGRAMMATIC

### NURSING BOARD APPROVALS

The Vocational Nursing (VN) program at Unitek College is approved by the:

California Board of Vocational Nursing and Psychiatric Technicians (BVNPT)

2535 Capitol Oaks Drive Suite 205

Sacramento, CA 95833

The Bachelor of Science in Nursing (BSN) degree program at Unitek College is approved by the:

California Board of Registered Nursing (BRN).

1747 N. Market Blvd., Suite 150

Sacramento, CA 95834-1924



### 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>).

## STATE

### 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](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

### STATE AUTHORIZATION REGARDING DISTANCE EDUCATION

The 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.

Relocating to another state while enrolled at the College may result in a student's termination if the student moves to a state in which the College is not authorized to instruct or enroll students. Students considering such relocation after enrolling at the College must notify the relevant Academic Dean, Program Director and/or Campus Director at least 30 days before any relocation may occur to discuss how relocation could alter the student's eligibility to remain actively enrolled and to allow the College time to assess the implications of such a relocation and seek any necessary approvals at the College's discretion.

As required, the College complies with any state-specific rules for enrollment agreements, policies and procedures, including refund policies.

### ADDITIONAL APPROVALS

### 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. The GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

### SELF-MONITORING PROCEDURES

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Unitek College (i.e., the College) makes every effort to comply with the current policies and procedures enacted and required by the California Bureau for Private Postsecondary Education (BPPE), in compliance with Title 5, California Code of Regulations (CCR), Section 71760. Unitek College informs students, staff and faculty of these policies and procedures.

The Senior Vice President of Compliance regularly reviews pertinent BPPE laws and regulations which affect the operations of the College. These include the California Private Postsecondary Education Act of 2009, Senate Bill 1192, Student Tuition Recovery Fund, Title 5, Division 7.5 California Code of Regulations, and Disciplinary Guidelines. Copies of these documents are maintained within the Compliance Department.

At least once per year and as needed, the Compliance team meets with applicable Corporate and Campus leadership to review current BPPE policies and procedures and to highlight any changes. If regulatory changes necessitate revisions to the College's operational procedures or documentation, these will be implemented and, if applicable, published in a revised version of the College Catalog.

In instances where BPPE policy and procedural changes are needed prior to the scheduled monthly catalog updates, a special mid-cycle revision will be distributed and announced to faculty, staff and students.

## CAMPUS INFORMATION

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Unitek College offers seven convenient facilities in California with campuses in Fremont, San Jose, Hayward, Concord, South San Francisco, Sacramento, and Bakersfield. Unitek also has a campus in Reno, Nevada.

## FACILITY DESCRIPTION

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### FREMONT CAMPUS

The Fremont campus is located at 4670 Auto Mall Parkway, Fremont, CA and occupies over 50,000 square feet, which includes:

- Classrooms:13
- Skills Labs: 10
- Learning Resource Center
- Student break room
- Faculty and Administrative offices.

### SAN JOSE CAMPUS

The San Jose campus located at 6800 Santa Teresa Blvd. Ste.200, San Jose, CA occupies approximately 28,000 square feet, which includes:

- Classrooms:9
- Skills Labs: 8
- Learning Resource Center
- Student break room
- Faculty and Administrative offices

### SACRAMENTO CAMPUS

The Sacramento campus located at 111 Howe Ave, Ste. 300, Sacramento, CA and occupies 34,206 square feet, which includes:

- Classrooms: 12
- Skills Labs: 9
- Computer Labs: 2
- Learning Resource Center
- Student break room
- Mothers room
- Faculty and Administrative offices

### CONCORD CAMPUS



The Concord campus is located at 1401 Willow Pass Rd, Ste.160, Concord, CA and occupies approximately 36,000 square feet, which includes:

- Classrooms: 4
- Skills Labs: 13
- Computer Labs: 4
- Virtual Reality Lab: 1
- Collaboration Room: 1
- Learning Resource Stations
- Student break room
- Faculty and Administrative offices

### HAYWARD CAMPUS

The Hayward Campus is located at 21615 Hesperiean Blvd, Ste. D, Hayward, CA and is approximately 15,840 square feet, which includes:

- Classrooms: 3
- Skills Labs: 5
- Computer Labs: 2
- Virtual Reality Lab
- Learning Resource Center
- Student break room
- Faculty and Administrative offices

### SOUTH SAN FRANCISCO CAMPUS

The South San Francisco campus is located at 257 Longford Dr, Ste. 5, South San Francisco, CA and occupies more than 7,000 square feet, which includes:

- Classrooms: 5
- Skills Labs: 2
- Learning Resource Stations
- Student break room
- Faculty and Administrative offices
- Mothers Lounge

### BAKERSFIELD CAMPUS

The Bakersfield campus is located at 333 Palmer Dr. Ste. 200, Bakersfield, CA and occupies approximately 22,000 square feet, which includes:

- Classrooms: 7

- Skills Labs: 8
- Virtual Reality Lab: 1
- Learning Resource Stations
- Student break room
- Faculty and Administrative offices
- Mothers Lounge

## CAMPUS SCHEDULES

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### WEEKLY SCHEDULE

The College generally offers day, afternoon and evening classes Monday through Saturday. Under certain circumstances, clinicals and externships may be offered on Sunday, as well. Online classes are offered Monday through Sunday.

FREMONT	
Mon-Fri ? ? ? ? ? ? ? ?	8am – 10:30pm
Saturday ? ? ? ? ? ? ? ? ? ? ? ? ? ?	Closed (except by appointment)
Sunday ? ? ? ? ? ? ? ?	Closed
SACRAMENTO	
Mon-Fri ? ? ? ? ? ? ? ?	8am – 10:30pm
Saturday ? ? ? ? ? ? ? ? ? ? ? ? ? ?	Closed (except for designated classes)
Sunday ? ? ? ? ? ? ? ? ? ?	Closed (except for designated classes)
SAN JOSE	
Mon-Fri ? ? ? ? ? ? ? ?	9am – 6pm
Saturday ? ? ? ? ? ? ? ? ? ? ? ? ? ?	Closed (except by appointment)
Sunday ? ? ? ? ? ? ? ? ? ?	Closed
HAYWARD	
Mon-Thur ? ? ? ? ? ? ? ? ? ?	8am – 10:30 pm
Friday ? ? ? ? ? ? ? ? ? ?	Closed (except by appointment)
Weekends ? ? ? ? ? ?	Closed
BAKERSFIELD	
Mon-Fri ? ? ? ? ? ? ? ?	8am – 5pm

Weekends?? ? ? ? ? ? ?	Closed
CONCORD	
Mon-Fri?? ? ? ? ? ? ? ?	8am – 10:30 pm
Saturday????????????????	Closed (except by appointment)
Sunday?? ? ? ? ? ? ? ? ?	Closed
SOUTH SAN FRANCISCO	
Mon-Fri	8am – 10pm
Weekends?? ? ? ? ? ?	Closed

### STUDENT SCHEDULED HOLIDAYS

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

School Holidays 2023	
Martin Luther King Jr. Day	1/16/2023
President’s Day**	2/20/2023
Memorial Day	5/29/2023
Juneteenth Day	6/19/2023
Independence Day	7/4/2023
Labor Day	9/4/2023
Veterans Day	11/10/2023
Thanksgiving	11/23/23-11/24/23
Winter Break	12/22/23*-1/07/2024
Return to School	1/8/2024

### CAMPUS OPERATIONAL HOLIDAYS – Days the campus is closed

CAMPUS OPERATIONAL HOLIDAYS 2023	
New Year’s Day (Observed)	1/2/2023
Martin Luther King Jr. Day	1/16/2023

Memorial Day	5/29/2023
Juneteenth Day	6/19/2023
Independence Day	7/4/2023
Labor Day	9/4/2023
Veterans Day	11/10/2023
Thanksgiving	11/23/23-11/24/23
Christmas Eve (Observed)	12/22/2023
Christmas Day (Observed)	12/25/2023
New Year's Eve (Observed)	12/29/2023

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

\*\*Holiday is observed by Modular Programs Only.

## DIRECTORY

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### MANAGEMENT AND STAFF

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#### Corporate Officers & Department Heads

- Janis Paulson – Chief Executive Officer (CPA, BBA)
- Ali Bhola – Chief Financial Officer (CPA, MBA)
- Navneet Bhasin – Chief Operations Officer (MD)
- Abdel Yosef – Chief Academic Officer (PhD Nursing Education, MSN, Certified Nurse Educator)
- Christy Hennessey – National Dean of BSN, MSN, MEPN Programs (PhD Nursing Nursing Practice/Executive Leadership, MSN, BSN)
- Janice Holt – National Dean of Vocational/Practical Nursing Programs (BSN, MSN)
- Lou Cabuhat, EdD – National Dean of Allied Health Programs (Ed.D)
- Don Corvin – Senior VP of Compliance (BS, Certified Internal Auditor)
- Sara Cramlet – Senior VP of Human Resources (MS HR Management)
- Debra Brooks – VP of Student Financial Services (BA Business Management)
- Michael Collins – VP of Admissions (BA)

#### Board of Directors

- Janis Paulson – Director (CPA, BBA)
- Steven Hodownes – Director (MBA)

- Tom McNamara – Director (MSc Finance)
- Adnan Nisar – Director (MBA)
- Tracey Kruse – Director (BA)
- Scott Serota – Director (MS Health Administration)
- Mona Sutphen – Director (MSc International Political Economy)
- Mary Ann Christopher – Director (BSN, MSN)

### 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)
- Fred Wiehe – Campus Director (Fremont)

## FACULTY

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### 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

- Ofelia Visperas, DMD, RDA, CDA – Centro Escolar University, Philippines: Doctor of Dental Medicine
- Kim Brown, BA – HSM (Human Services Management) University of Phoenix
- Laura Soto, AA, LVN, Los Medanos College
- Candice Ohl, BLS, California State University East Bay
- Davilee Fredrickson, AA, RDA
- Alia El Arbi, MA, Carrington College
- Geanise James, CCMA
- Haley Steffen, MA
- Tyshauna Robinson, RDA
- Mary Elaine Dayco, DMD, RDA, Centro Escolar University, Manila, Phillipines
- Jennifer Bidmead, BS, CCMA-AC, CSU East Bay, Med Help Medical Assistants, BSMS Pre Clinical Focus
- Sandra Martin-Jackson, AS, HIT (Health Information Technology), Carrington College
- Rochelle T. Brumley, DNP- Dean of Nursing BSN Concord; Doctor of Nursing Practice, Chamberlain University, IL
- Dorthia Daudier, RN- Master of Science in Nursing Chamberlain University, CA
- Nikitia Hardwick, RN- Master of Science in Nursing Touro University, CA
- Patricia Leads, MSN/FNP- Michigan State University, MI
- Stacey Giammona, RN- Master of Science in Health Administration, University of Phoenix, Online
- Catherine De Castro, RN- Master of Arts in Nursing, Angeles University, Philippines
- Harry Estacio, RN- Master of Arts in Nursing, Holy Angel University, Philippines
- Sue Pung, RN- Master of Science in Nursing, Chamberlain College of Nursing, IL
- Elena Thomas, RN- Master of Science in Nursing- Touro University, CA
- Cory Rogers, DNP- Doctor of Nursing Practice, Frontier Nursing University, KY
- Erwin Criseno, FNP- Family Nurse Practitioner, Western University of Health Sciences, CA
- Sidney Petersen, RN- Master of Science in Nursing, Chamberlain University, IL
- Moore, Deleta: Master of Science in nursing- Sonoma state university, Bachelor of Science in nursing-

Sonoma state university, associate degree in nursing-solano community college

- Agniman, Adjili: LVN- Summit College, C.N.A. Mari Costa College
- Caufield, Julie: Bachelor of Science, Nursing-University of San Francisco, CA, Associate Degree, Liberal Arts-Ohlone College – Fremont CA.
- Clark, Yolanda: LVN Program Graduate 1986 Oakland, CA, IV & Blood Withdrawal Certification Course-Director of Staff Development Certification / Statewide Certification
- Cyr, La'ren: RN-State: CA, Associate in Nursing-Gurnick – Fresno, CA, Vocational Nursing Certificate in Vocational Nursing-Gurnick Academy of Medical Arts – Concord, CA
- Davis, Michelle: Associate of Science in Nursing- Fresno City College – Fresno, CA
- Fashokun, Debo: LVN, BA, MA – Austin Community College, Austin, Texas: Diploma; Lagos State University, Nigeria: BA in Philosophy; Lagos State University, Nigeria, MA in Philosophy
- Flaherty, Marlene: B.S. in Nursing, Samuel Merritt University, Cum Laude, Registered Nurse, California Board of Registered Nursing, Public Health Nurse, California Board of Registered Nursing
- Franklin, Sabrina: Diploma-Nursing-Pittsburg Adult School
- Jackson, Teresa: Master's in Nursing-Aspen University, associate degree in registered nursing-contra costa college – San Pablo, CA
- Khader, Raiyan: Master of Science in Nursing in Pediatric MSN-Government College of Nursing – Kottayam, Kerala, IN, Bachelor of Science in Nursing-BSN in Nursing-Government College of Nursing – Alleppey, Kerala
- McKenzie, Mary: Bachelor of Science – nursing / California state university / hayward, ca, Glendale career college – certificate program – principles in teaching adult learners, advanced critical care certification – Periodic recertification in Critical Care Nursing, including CCRN, ACLS, BCLS, NIHSS, and Trauma Care. Additional updates related to COVID Care, Critical Care, and Stroke Care
- Laracuenta, Jian: LVN-Gurnick Academy of Medical Arts – CA, HHA-Nightingale academy, CAN-contra costa nursing academy
- Migliano, Nancy: Bachelor of Science in Nursing- Marquette University, Milwaukee, WI, Lean Management- Fox Valley technical College
- Morales, Anahi: LVN Central Nursing College
- Nelson, Alyssa:
- Niklewicz, Michele: Baccalaureate of Science in Nursing Program, Pacific Union College, Associate of Science in Nursing, Pacific Union College
- O'Hara, Karen Marie: Bachelor of Science in Nursing- Samuel Merritt University, AAS- Chabot College
- Palkyi, Sonam: registered in nursing and midwifery, TCV school, Dharamsala hip, India, quest nursing school, Oakland,
- Pareno, Edemel: Bachelor of Science in Nursing-California State University East Bay, Master of Arts in Nursing Mariano Marcos State University, Bachelor of Science in Nursing-Mariano Marcos State University, Bachelor's in Medical-Surgical Nursing-Our Lady of Fatima University
- Parzych, Sandra: Bachelor of Science in Nursing in psychology-Middlesex Community College, B.S.-Saint Joseph's College, Board Certified Behavior Registered Nurse

- Roldan, Renz: vocational nursing-Unitek College, EMT-B License-National Registry of EMT
- Sanders, Shonita: AVN/Unitek College
- Smith, Aolani: LVN in Nursing-Gurnick Academy of Medical Arts
- Taylor, April: American Career College – Vocational Nursing Certificate, Golden West Community College
- Velazquez, Manuel: Los Angeles Trade Tech-Architecture, Los Angeles Freedman-Custodial, Genova nursing school-CAN, Central nursing college -LVN, SKE Teacher- Teaching Methods
- Ventura, Eunice: Kaiser Permanente, Richmond, CA- ER training program, Doctor’s Medical Center, San Pablo, CA – ICU training program, San Francisco State University, San Francisco, CA- BSN program, Contra Costa College Nursing Program, San Pablo, CA – ADN program
- Villaluz, Maria: Bachelor of Science in Nursing- Centro Escolar University
- Wakaye, Eliza: MBA – University of Phoenix, Sacramento CA, BA, Armstrong University, Berkeley CA, AA(LVN)-Merritt College, Oakland CA.
- Wong, Ashlee: BSN- Gurnick Academy
- Wong, Nauja: AS- Vocational Nursing – Gurnick Academy

## 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., Manilla, 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
- Gladys Mejia, BSN – University of Sto Tomas, Philippines
- Armie Tancinco, BSN – Butuan Doctor's College, Philippines
- Abigail Villena BSN – West Coast University

#### Online Programs / Courses

- Ashley Christiansen, Academic Chair – Social Sciences, ME, Education, Southern Utah University; BS, Elementary Education, Southern Utah University
- Shane Fisher, Academic Co-Chair – Sciences, Doctor of Medicine, Ross University; Master of Public Health, Public Health, Capella University; BS, Business/Administration, University of Phoenix; BS, Management, Park University; AA, Allied Health Sciences, Community College of the Air Force
- Saugata Chatterjee – Academic Chair – Mathematics & Statistics, PhD, Mathematical Physics, Arizona State University; MSc, Physics (Electronics and General Relativity), Jadavpur University; BSc, Physics, Jadavpur University

- Jennifer Graves – Academic Chair – Humanities, MA Education, Northern Arizona University; Med Counseling and Human Relations, Northern Arizona University; BS Psychology, University of Arizona.
- Bruce Forciea, Academic Co-Chair – Sciences; DC – Eckerd College, St. Petersburg, FL: BA Psychology; Parker College of Chiropractic, Dallas, TX: Doctor of Chiropractic
- Michele Monroe-Rowe, Academic Chair, English & Communications; BA, MA – Hartwick College, Oneonta, NY: BA Theatre Arts; University of Alabama-Huntsville, Huntsville, AL: MA English & TESOL
- 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
- 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
- Kelli Roberts, MS, BS – Southern Illinois University at Edwardsville, Edwardsville, IL: BS Biology; Western Illinois University, Macomb, IL: MS Neurobiology
- Miriam Anderson, MA Education, Grand Canyon University; BS Sociology and English, Brigham Young University; AS Utah Valley University
- Kyla Morrissey, PhD ABD, Psychology, MA Psychology, University of Phoenix; M Ed Arizona State University; BA Sociology – Purdue University; BS Education, Calumet College of St. Joseph
- Tracy Rosenfeld, PhD ABD – Psychology, Walden University; MS Psychology, Walden University, BS Psychology, Walden University
- Himesh Lakhiani, MD, CA Health Services University; BA, University of Pittsburgh
- John Christiansen, JD, University of Utah; BA Communications minor Spanish, Brigham Young University
- Kristin Timmer, PhD, University of Tennessee Health Center; MBA, Western Governors University; MA, Radford University; BA, Kean University
- Avinash Vunnamadala, MD, Spartan University of Health Sciences; BS Biology, Rensselaer Polytechnic Institute

#### Non-Nursing Programs

- Patrice Suttle, MA, Bryman College
- Jamie Maldonado, MA, Carrington College
- Catherine Camara, MA, Mission Valley
- Paula Yee, MA, MOA, Bryman College

#### Hayward Campus

- Ronelda Capili RN, BSN – University of the Assumption, PI: BSN
- Judith Gitonga LVN, BS – Excelsior College, Albany, NY: BS
- Lisa McCoy, LVN – West Valley Mission College, Santa Clara, CA: Certificate
- Randal Rehling, RN, BSN – University of Missouri, Columbia, MO: BSN
- Cessani Smith, LVN, AA – Chabot College, Hayward, CA: AA
- Heidi Sumague, RN Excelsior College, Albany NY: ASN
- 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
- Charisma Morgan, CCMA – MA Diploma, AA Chabot College, Hayward, CA
- Yessica Montes, CCBMA – MA Diploma, AAS Heald College, Milpitas, CA
- William Dungo – , RN, AA – Apollo College, Las Vegas, NV: AA
- Fred Villarosa MBA, FNP-BC, CNS-BC San Francisco State University

- Gary Lose MBA BSN RN CMSRN. University of Alaska Anchorage, Alaska. Western Governors University Salt Lake City Utah
- Baljinder Singh, MHA, LVN, Kaplan University
- Michael “Ted” Rossini, RN, BSN, PHN, NREMT Samuel Merritt University

### Sacramento Campus

- Miriam Aguila, LVN, BSN; California Coast University
- Amber Blake (formerly Guthrie), LVN, BS Organizational Leadership; Brandman University
- Shirley Callihan, MSN,RN; University of Texas Rio Grande Valley
- 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
- Marilou Cuevas, RDA, CDA – National University, Philippines: DMD
- Terrill Curry, LVN – Carrington College, Sacramento, CA: Diploma
- Randeep Dhanda, RN, BSN – Carrington College, Sacramento, CA: ASN
- Heather Dunlap, RMA, BA, Healthcare Management; MA Western Career College: BA
- Aileen Estrella, LVN – Carrington College, San Leandro: Diploma
- Jennete Frazier, LVN, Simmons College
- Lawrence Gray, PT, MPT, CCS – Assistant Professor, MPT – College of Osteopathic Medicine of the Pacific
- Perry Gebhart, BSN, University of Phoenix
- Krista Geissman, LVN, Unitek College, Sacramento, CA: Diploma
- Jarita Givens LVN, BSN – University of Phoenix: BSN
- Dwan Graeme, PT, DPT – Assistant Professor, DPT – Drexel University, BS -Physical Therapy, University of California San Francisco, B.A. – Health Science, San Jose State University
- Christie Harrop – CCMA, Kaplan College, Sacramento, CA: Diploma
- Christina Henderson, RN, BSN, University of Phoenix
- Nicole House-Lopez, LVN Career Networks Institute
- Rosenda Jewell, LVN – Joint Services, Military
- Nicolas King – PTA, BS, ACSM-CPT, FMT, FMS- Director of Clinical Education, B.S.- Kinesiology, Cal State Monterey Bay, A.S. – Physical Therapist Assistant, San Diego Mesa College
- Linda Kittel, LVN, BS; University of CA, Davis
- Reetinder Kaur, RN, BSN – Western Governor’s University: BSN
- Doyinsola Mutiat Lamidi, MSN-FNP, Samuel Merritt College, Oakland, CA
- Lisa Lilak, RDA; Clark College
- Al Luu, RN, BSN – Roseman University of Health Sciences: BSN

- Sally Marchiori, BSN, Chamberlain University
- Joseph Mayfield, CPR Instructor, RDA, OA – Southern Illinois University (BA in Progress)
- Monica Monari, RN, BSN; Duke School of Nursing
- Kriztelle Moore, MA BA, Sacramento State University, AA Solano College
- Aminata Morton, MN, BSN, Chamberlain College
- Cherese Moss, RN, BSN – West Coast University: BSN
- Kim Mueller, RN, BSN – University of the State of New York: Regents College, Albany, NY; University of Phoenix: BSN
- Cynthia Murphy, MA, BA, Sacramento State University, AA Solano College
- Tena Murillo, LVN, ADN – Mid Michigan Community College, Harrison, MI: AND
- Patricia Nelson, LVN, AA – Southwestern Community College, Creston, IA: AA
- Elaine Pascua, RN, BSN Medina College, Masters- Public Ed. Misamis University
- Alicia Patterson, RN, BS, Mobile University, AL
- Deborah Patrick, RN, BSN – Biola University: BSN
- Ashley Paul, MA – Kaplan College, Sacramento, Diploma
- Debra Pence, MSN-Ed from University of Phoenix
- Angelica Peters, CMA, MA, BSHA; University of Phoenix
- Katherine Pettigrew-Helpley, RDA, CDA – The University of Phoenix, Salida CA: BA in Health & Human Services
- Jennifer Rosas, RN, BSN – Indiana State University, Terre Haute, In: BSN
- Beata Sapeta PT, Ph.D. COM – Program Director, Ph.D.- Wroclaw University of Health and Sports Science, Poland, MPT – Missouri State University, Springfield MO, Certified Orthopedic Manual Therapist – International Academy of Orthopedic Medicine – US
- Fawn Sanchez, LVN, AS – Yuba Community College, Woodland, CA: AS
- Patricia Scott, LVN, BS in Business Administration, Colorado Tech University, CO
- Naveed Shaukat, MBBS, Islamia University, Pakistan; MPH, Purdue University
- Sara Shannon, MA – National Career Education College: Diploma
- Sorayla Soheili, RN, BSN – Firouzgar College of Nursing: BSN
- Dori Tinsley, LVN Unitek College
- Gayla Trejo, RN, MSN – Grand Canyon University: MSN
- Michelle Trimble, LVN – WIA School of Practical Nursing, Detroit, MI: Diploma
- JoAnn Thompson, LVN – Sacramento City College
- Amanda Torres, MA – Georgia Medical Institute
- Rowena Viernes, RN, BSN – Manila Central University
- Juliet Vista, BSN,RN, MSN,ACNS, FNP; Sonoma State University
- Tanzy White, RN, BSN – Barry University: BSN

- Teresa Williams, RN, Western Career College, BSN – Unitek College

## San Jose Campus

- Amanpreet Atwal , RDA, BA in Biology – Central County Occupational Center, Cal State University, East Bay, Hayward, CA
- Gurpreet Kaur RN, MSN- Family Nurse Practitioner, West Coast University, Orange county, California, 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
- Dr. Joseph Eslao, DNP, MSN, APRN-FNP, PHN San Jose State University, San Jose CA : Family Nurse Practitioner
- Josephine Relos, LVN, BS – University of the East, Philippines: BS
- La Kedia Banks RN, MSN University of Alabama at Birmingham Alabama
- 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
- Ming LI Xu, MSN-FNP – National University, San Jose, California
- Rosalie Savella LVN, ASVN Medical Career College, Fremont CA: LVN certificate, Unitek College, Fremont CA: ASVN
- Shweta Sheel, Bachelor of Medicine & Surgery, Gauhati University, India
- 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
- 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
- Jacqueline McRae-Mitchell-MEd in Education, Cambridge College Massachusetts, CMA (AAMA), A.H.I. (AMT), Corinthian College Brookline, Massachusetts.
- Sarah Galope, Medical Assistant Diploma: National Education Center, San Jose, CA
- Nadine Gonzales, Medical Assistant Diploma – Carrington College, San Jose, CA
- Lori McLaughlin, Medical Assistant Diploma – Santa Barbara Business College, Santa Barbara, CA
- John Rodriguez, Medical Assistant Diploma – Carrington College, Tucson, AZ

- Abigail Serna, Medical Assistant Diploma – Trinity College, San Jose, CA
- Kathleen Abejuela: Unitek College, Fremont, CA Completion Certificate, Vocational Nursing, University of Phoenix BS Healthcare Management
- Travis Colby: Bachelors of Science in Nursing, BSN, PHN, RN, University of Phoenix, California. Bachelors of Science in Healthcare Management B.S., Southern Illinois University, Illinois
- Kenneth Gold, BA, California State University, Hayward, ASVN, Mission College, Santa Clara, AS, Biological Sciences, Mission College, Santa Clara, DSD, Joshua Tree Private School
- Lauri Hollist: BSN, Duquesne University, Pittsburgh, PA
- Sharon Hyrne: MSN-FNP Vanderbilt University BSN Drexel university BA, San Jose state University
- Vibha Jain: BA , LVN Institute of Medical Education, San Jose
- Ana Pacis, DNP, AGPCNP-C, FNP-BC, University of San Diego; BSN, West Coast University; Bachelor of Science in Psychology, Trinity College Quezon City, Philippines
- Andrea Reinke: BSN and PHN, Johns Hopkins University
- Jacqueline Sanders: Associate on Allied Health, LVN
- Olivia Sapia: MSN I, BSN Mount Carmel College of Nursing, Colombia , OH
- Tintu Thomas: BSN,RN,Rajiv Gandhi University of Health& Sciences, India
- Coryne Wong: BA RN, University of Hawaii, Masters in Education, Notre Dame du Namur University
- Vipindeep Dhaliwal: Vocational Nursing, IV certified , dementia care certified, Unitek College San Jose, BA Punjabi university, India
- Lucinda Ramirez: MSN, BSN San Jose State University, ADN Evergreen Valley College San Jose
- Catherine Chiprez: Vocational Nursing, NCP college of nursing Hayward
- Imelda Macababyao: Vocational Nursing, Mission College
- Liling Liu: BSN Western Governors University
- Liezel Villanueva: ADN Unitek College

### 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
- Jessica Chua, BSN, RN – Chinese General Hospital College of Nursing, Philippines: BSN
- Emma De Castro, LVN – NCP College of Nursing, South San Francisco, Ca
- Amalia Ficarra, RN, ASN – RN: City College of San Francisco
- 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
- Aileen Valles, LVN – Carrington College, San Leandro, CA
- Angelica Labrado, LVN



## PROGRAMS

### Bakersfield Campus

Program	Credential Awarded upon Graduation	Method of Delivery	Total Semester Credits or Clock Hours	Normal program completion time	Maximum number of students in each classroom
Medical Assisting	Diploma	Hybrid	28 credits	9 months	23
Vocational Nursing Prerequisite Course	N/A	Online	80 hours	1 month	25
Vocational Nursing	Diploma	Hybrid	1620 hours	12 months (day version) 17 months: (full-time evening version) 20 months (part-time evening version)	36 for classroom instruction (15:1 student/faculty ratio for skills lab and clinical experience)
Bachelor of Science in Nursing (BSN)	Bachelor of Science Degree: Nursing (BSN)	Hybrid	120 credits	36 months	40 (on campus), 10 per offsite clinical rotation

### Concord Campus

Program	Credential Awarded upon Graduation	Method of Delivery	Total Semester Credits or Clock Hours	Normal program completion time	Maximum number of students in each classroom
Dental Assisting	Diploma	Hybrid	27.5 credits	10 months	20
Medical Assisting	Diploma	Hybrid	28 credits	9 months	40
Medical Office Administration	Diploma	Hybrid	25 credits	9 months	40

Vocational Nursing Prerequisite Course	N/A	Online	80 hours	1 month	25
Vocational Nursing	Diploma	Hybrid	1620 hours	12 months (day version) 17 months: (full-time evening version) 20 months (part-time evening version)	36 for classroom instruction (15:1 student/faculty ratio for skills lab and clinical experience)
Bachelor of Science in Nursing (BSN)	Bachelor of Science Degree: Nursing (BSN)	Hybrid	120 credits	36 months	40 (on campus), 10 per offsite clinical rotation

### Fremont Campus

Program	Credential Awarded upon Graduation	Method of Delivery	Total Semester Credits or Clock Hours	Normal program completion time	Maximum number of students in each classroom
Medical Assisting	Diploma	Hybrid	28 credits	9 months	40
Medical Office Administration	Diploma	Hybrid	25 credits	9 months	40
Vocational Nursing Prerequisite Course	N/A	Online	80 hours	1 month	25
Vocational Nursing	Diploma	Hybrid	1,620 hours	12 months (day version) 17 months: (full-time evening version) 20 months (part-time evening version)	36 for classroom instruction (15:1 student/faculty ratio for skills lab and clinical experience)

Associate of Science in Vocational Nursing (ASVN)	Associate of Science Degree: ASVN	Online	81 credits*	12 months**	25
Bachelor of Science in Nursing (BSN)	Bachelor of Science Degree: Nursing (BSN)	Hybrid	120 credits	36 months	40 on campus. 10 per offsite clinical rotation

\*81 credits = 33 credits taught in the program + 48 credits for prior VN or PN diploma.

\*\*Based on 3/4 time enrollment

### Hayward Campus

Program	Credential Awarded upon Graduation	Method of Delivery	Total Semester Credits or Clock Hours	Normal program completion time	Maximum number of students in each classroom
Medical Assisting	Diploma	Hybrid	28 credits	9 months	30
Vocational Nursing Prerequisite Course	N/A	Online	80 hours	1 month	25
Vocational Nursing	Diploma	Hybrid	1620 hours	12 months (day version) 17 months: (full-time evening version) 20 months (part-time evening version)	36 for classroom instruction (15:1 student/faculty ratio for skills lab and clinical experience)

### Sacramento Campus

Program	Credential Awarded upon Graduation	Method of Delivery	Semester credits or Clock Hour	Normal program completion time:	Maximum number of students in each classroom:
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Dental Assisting	Diploma	Hybrid	27.5 credits	10 months	20
Medical Assisting	Diploma	Hybrid	28 credits	9 months	32
Medical Office Administration	Diploma	Hybrid	25 credits	9 months	20
Vocational Nursing Prerequisite Course	N/A	Online	80 hours	1 month	25
Vocational Nursing	Diploma	Hybrid	1620 hours	11 months	36 for classroom instruction (15:1 student/faculty ratio for skills lab and clinical experience)
Physical Therapist Assistant	Occupational Associate of Science Degree	Hybrid	69 credits	20 months	34:1 for classroom instruction and 12:1 student faculty ratio for skills lab
Bachelor of Science in Nursing (BSN)	Bachelor of Science Degree: Nursing (BSN)	Hybrid	120 credits	36 months	40 (on campus), 10 per offsite clinical rotation

### San Jose

<b>Program</b>	<b>Credential Awarded upon Graduation</b>	<b>Method of Delivery</b>	<b>Semester credits or Clock Hour</b>	<b>Normal program completion time:</b>	<b>Maximum number of students in each classroom:</b>
Dental Assisting	Diploma	Hybrid	27.5 credits	10 months	20
Medical Assisting	Diploma	Hybrid	28 credits	9 months	32
Medical Office Administration	Diploma	Hybrid	25 credits	9 months	28

Vocational Nursing Prerequisite Course	N/A	Online	80 hours	1 month	25
Vocational Nursing	Diploma	Hybrid	1620 hours	11 months	36 for classroom instruction (15:1 student/faculty ratio for skills lab and clinical experience)

### South San Francisco Campus

Program	Credential Awarded upon Graduation	Method of Delivery	Semester credits or Clock Hour	Normal program completion time:	Maximum number of students in each classroom:
Medical Assisting	Diploma	Hybrid	28 credits	9 months	30
Vocational Nursing Prerequisite Course	N/A	Online	80 hours	1 month	25
Vocational Nursing	Diploma	Hybrid	1620 hours	12 months (day version) 17 months: (full-time evening version) 20 months (part-time evening version)	36 for classroom instruction (15:1 student/faculty ratio for skills lab and clinical experience)

\*Online Classes in any program have a maximum class size of 25

#### Methods of Delivery:

**Residential:** Residential courses meet on campus in a traditional classroom and/or laboratory setting.

**Online:** Online courses are offered through an online learning management system. Students have access to their online courses 24 hours a day; 7 days a week (see Online Education for program offerings).

**Hybrid:** In hybrid or blended programs students meet with faculty face-to-face onsite each week while enrolled in campus-based courses. Other courses required in the program, such as general education courses, are delivered online and supported by both the online instructor and campus-based tutors as needed.

## **ALLIED HEALTH PROGRAMS**

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### **DENTAL ASSISTING PROGRAM**

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

#### **Credential Awarded: Diploma**

#### **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 operator chairs, 4 Fletcher mannikins, 4 X-ray DXTTR mannikins, restorative instruments, specialty instruments, supplemental dental materials.

Students who graduate from the program will receive from Unitek College certificates in Infection Control, Dental Practice Act, HIPAA, Radiology, Coronal Polishing, and Pit & Fissure Sealants. These certificates are not required for initial employment, but may be of value depending on a student's particular career goals. Students who do not graduate from the program are ineligible to receive any of these certificates.

Graduates of the program may also be eligible to take various professional certification exams, including the California Registered Dental Assisting (RDA) exam and the Dental Assisting national Board (DANB) exam. Such credentials are not required to graduate or to gain initial employment, but may be of value depending on a student's particular career goals. Faculty are available to advise students seeking to take such professional certification exams.

#### **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

#### **Courses and Hours**

All students begin the program with DA101 Theory & Lab courses, which must be successfully completed in order to progress to any other courses in the program. After successfully completing a total of 620

instructional hours in all Theory & Lab courses, 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.

<b>Courses ("Modules")</b>	<b>Instructional Hours</b>	<b>Semester Credits</b>
DA101-T Dental Terminology and Proper Asepsis Techniques – Theory	40	1.5
DA101-L Dental Terminology and Proper Asepsis Techniques – Lab	20	1
DA102-T Chairside Assisting for General and Specialty Dentistry – Theory	40	2
DA102-L Chairside Assisting for General and Specialty Dentistry – Lab	40	1
DA103-T- Dental Materials and Prevention – Theory	40	2
DA103-L Dental Materials and Prevention – Lab	40	1
DA104A-T CA Dental Assisting & RDA w/ ED – Theory	40	2
DA104A-L CA Dental Assisting & RDA w/ ED – Lab	40	1
DA104B-T CA Dental Assisting & RDA w/ ED – Theory	40	2
DA104B-L CA Dental Assisting & RDA w/ ED – Lab	40	1
DA105-T Dental Radiology – Theory	40	2
DA105-L Dental Radiology – Lab	40	1
DA106-T Dental Practice Management – Theory	40	2
DA106-L Dental Practice Management – Lab	40	1
DA107-T Clinical and Lab Duties – Theory	40	2

DA107-L Clinical and Lab Duties – Lab	40	1
DAC108 Clinical Externship	200	4
<b>TOTALS</b>	<b>820</b>	<b>27.5</b>

## MEDICAL ASSISTING

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### Credential Awarded: Diploma

28.0 semester credits; 760 instructional clock hours; 33 instructional weeks

### Program Overview

This is a blended (hybrid) program in which all theory (didactic) courses are online, while lab and externship courses are mostly residential with minor online components. The program emphasizes administrative & clinical skills, with extensive instruction in medical terminology, medical office procedures, medical/clinical procedures, basic anatomy & 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.

### 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.

### 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.

### Course Schedule

Seven Theory courses are paired with seven Lab courses in 4-week "modules" running sequentially throughout the year. New students may start the program in whichever module is offered at that time. After successful completion of all theory and lab courses, students are eligible to be scheduled for a full-time (40 hours per week) externship or capstone course.



<b>Module</b>	<b>Course #</b>	<b>Course Name</b>	<b>Instructional Weeks</b>	<b>Clock Hours</b>	<b>Semester Credits</b>
<b>1</b>	HCMA110-T	Introduction to Medical Assisting& Medical Law – Theory	<b>4</b>	<b>42.5</b>	<b>2.5</b>
	HCMA110-L	Introduction to Medical Assisting& Medical Law – Lab		<b>42.5</b>	<b>1.0</b>
<b>2</b>	HCMA111-T	Pharmacology, Medication Administration, Diagnostic Imaging – Theory	<b>4</b>	<b>42.5</b>	<b>2.5</b>
	HCMA111-L	Pharmacology, Medication Administration, Diagnostic Imaging – Lab		<b>42.5</b>	<b>1.0</b>
<b>3</b>	HCMA112-T	Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Theory	<b>4</b>	<b>42.5</b>	<b>2.5</b>
	HCMA112-L	Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Lab		<b>42.5</b>	<b>1.0</b>
<b>4</b>	HCMA113-T	Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Theory	<b>4</b>	<b>42.5</b>	<b>2.5</b>
	HCMA113-L	Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems- Lab		<b>42.5</b>	<b>1.0</b>
<b>5</b>	HCMA114-T	Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Theory	<b>4</b>	<b>42.5</b>	<b>2.5</b>
	HCMA114-L	Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Lab		<b>42.5</b>	<b>1.0</b>
<b>6</b>	HCMA115-T	Office Management & Computerized Systems in Medical Assisting – Theory	<b>4</b>	<b>42.5</b>	<b>2.5</b>
	HCMA115-L	Office Management & Computerized Systems in Medical Assisting – Lab		<b>42.5</b>	<b>1.0</b>
<b>7</b>	HCMA116-T	First Aid, Emergencies, Behavior in Acute Situations – Theory	<b>4</b>	<b>42.5</b>	<b>2.5</b>
	HCMA116-L	First Aid, Emergencies, Behavior in Acute Situations – Lab		<b>42.5</b>	<b>1.0</b>

Upon completion of the seven-module cycle, students may begin Externship or Capstone:

8	HCMA117	Medical Assisting Externship	5 (may vary)	165	3.5
	or				
	HCMA118 ( 100% didactic)	Medical Assisting Capstone	4		3.5
		<b>TOTAL PROGRAM</b>	<b>33</b>	<b>760</b>	<b>28.0</b>

## MEDICAL OFFICE ADMINISTRATION

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### Credential Awarded: Diploma

(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.

### 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
<b>TOTALS</b>	<b>760</b>	<b>25.0</b>

(Offered at Sacramento)

### Credential Awarded: Occupational Associate of Science

#### Program Overview

This program prepares students with the knowledge, psychomotor and affective skills to become a physical therapist assistant. The physical therapist assistant is a technically educated health care provider who assists the physical therapist in the provision of physical therapy. A physical therapist assistant helps patients who are recovering from injuries and illnesses, regain movement and manage pain. PTAs assist in the treatment of individuals of all ages who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health agencies, schools, rehabilitation centers, and nursing homes. The physical therapist assistant may perform procedures and related tasks that have been selected and delegated by the supervising physical therapist to include therapeutic exercises, mobility training, application of bio-physical agents, therapeutic techniques such as soft tissue massage, and data collection under the supervision of the physical therapist. To further investigate the role of the physical therapist assistant, contact the American Physical Therapy Association at [www.apta.org](http://www.apta.org). Upon successful completion of the program, you will receive an Occupational Associate of Science and will be eligible to apply for the National Physical Therapy Examination for the physical therapist assistant.

#### Educational Objectives & Corresponding Occupation

Students are prepared for entry level employment as Physical Therapist Assistants (SOC code 31-2021.00) and:

- Provide entry-level care to patients receiving physical therapy as directed by the supervising physical therapists
- Communicate in an effective manner with all educational activities
- Participate in service activities for the College and/or the greater Sacramento community
- Adapt to unexpected changes in the simulated and actual clinical environment
- Graduates will exhibit professional development behaviors within their first year of employment
- Graduates will display professionalism and a good work ethic

#### Courses and Hours

The College offers a five-semester program of technical and general education courses totaling 69 credit hours. In addition to on campus classes, students are scheduled for 680 hours of clinical practice in the final two semesters. Courses include out-of-class work such as reading and writing assignments, library research, practice and practical application assignments, and projects.

<b>General Education Courses</b>					
Course Code	Course Name	Credit Hours	Didactic Hours	Lab Hours	Externship/Clinical Hours
BIO200	Anatomy and Physiology I	3	45	0	0
BIO200L	Anatomy and Physiology I Lab	1	0	30	0
BIO215	Anatomy and Physiology II	3	45	0	0
BIO215L	Anatomy and Physiology II Lab	1	0	30	0
ENG100	English Composition	3	45	0	0
ENG115	Public Speaking	3	45	0	0
PSY115	Lifespan Development	3	45	0	0
<b>Total General Education Credits:</b>		17	0	0	0
<b>Core Courses</b>					
Course Code	Course Name	Credit Hours	Didactic Hours	Lab Hours	Externship/Clinical Hours
PHT 101	Introduction to Physical Therapy	3	45	0	0
PHT 122	Health, Disease & Disability	2	30	0	0
PHT 124	Applied Kinesiology	4	30	45	0
PHT 130	PTA Seminar I	1	15	0	0
PHT 131	Pharmacology	1	15	0	0
PHT 132	Therapeutic Procedures I	4	30	45	0

PHT 134	Therapeutic Exercise	4	30	45	0
PHT 136	Modalities	4	30	45	0
PHT 240	PTA Seminar II	1	15	0	0
PHT 241	Clinical Affiliation I	3	0	0	120
PHT 242	Therapeutic Procedures II	4	30	45	0
PHT 244	Applied Orthopedics	4	30	45	0
PHT 246	Applied Neurology	4	30	45	0
PHT 250	PTA Capstone	1	15	0	0
PHT 252	Clinical Affiliation II	6	0	0	280
PHT 253	Clinical Affiliation III	6	0	0	280
<b>Overall Program Credits</b>		<b>69</b>			

### Course Progression:

1. Required academic grades for progression are as follows:  
Students are required to maintain a 70% average and earn a final grade of “C” or higher in order to successfully pass each PTA core course.
2. If the student fails to receive a grade of “C” or better in any PTA or general education course in a semester, he/she will not be allowed to progress in the program.
3. Students must maintain a 2.8 GPA for each semester. Failure to do so will result in academic probation.
4. Clinical education courses must be passed with a grade of “C” or better. Students should refer to the Clinical Education Handbook or course syllabi for specific information on clinical education course requirements.
5. The program expects each student to behave in a professional manner while in the program. Students in the PTA Program must demonstrate appropriate behaviors according to the PTA Program’s Professional Behaviors. Failure to do so may result in
  1. a need for additional coursework,
  2. additional clinical time,
  3. a delay in progression in the program, and/or
  4. dismissal from the PTA program

6. **Comprehensive Exam:** The PTA Program requires that students achieve a 600 in order to meet graduation requirements. During the 5th semester, students will take a comprehensive examination that is consistent with the content one would expect on the national licensure examination. If the student does not pass the comprehensive examination during the 5th semester, they will be allowed two re-takes in order to achieve a passing score before graduation. Study strategies from the licensure review course will be employed prior to the second and/or third attempt. If the student is unable to pass the examination on the third attempt, the student will be dismissed from the program. If the student wishes to re-enter the program, they will be required to apply for re-entry and to re-take any coursework, including clinical affiliations, deemed necessary by the PTA Program

## **NURSING PROGRAMS**

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### **ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING (ASVN)**

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

#### **Credential Awarded: Associate of Science**

#### **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.

Please see [General Education Course Descriptions](#) for a complete description of the courses below.

Course	Semester Credits
BIO 200 Anatomy & Physiology I	3.0
BIO200L Anatomy & Physiology I Lab	1.0
BIO215 Anatomy & Physiology II	3.0
BIO215L Anatomy & Physiology II Lab	1.0
ENG 101 English	3.0
ENG115 Public Speaking	3.0
MIC215 Microbiology	3.0
MIC215L Microbiology Lab	1.0
MTH100 Intermediate Algebra	3.0
MTH215 Statistics	3.0
PSY100 Introduction to Psychology	3.0
PSY115 Lifespan Development	3.0
SOC100 Introduction to Sociology	3.0

## NURSING (BSN) PROGRAM

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(Offered at Fremont, Bakersfield and Concord)

**Credential Awarded: Bachelor of Science in Nursing (BSN)**

### 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).

### Bachelor of Science in Nursing (BSN) Licensure Disclosure

The curriculum for the Bachelor of Science in Nursing (BSN) program at Unitek College has been designed to meet the educational licensure requirements in California and Nevada as well as prepare students to apply to the California Board of Registered Nursing or the Nevada State Board of Nursing to sit for the NCLEX licensure exam in the States of California or Nevada (see <https://www.rn.ca.gov/outage.shtml> or <https://nevadanursingboard.org/> for more information regarding licensure in California or Nevada). The nursing boards in each state are responsible for establishing the requirements for licensure for their state. Requirements may vary state to state and may change at any time. Students who intend to use their Unitek College BSN degree to secure licensure in any state other than California or Nevada will need to review the professional licensure disclosures in that state pertaining to their program and consult with the state Nursing licensing board. For more information, see [Nursing Board Contact Information by State or Territory – BSN Program](#) for a listing of state nursing licensing boards and determinations made by the College by state of whether the BSN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made. NOTE: Graduates who become licensed in California or Nevada may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.

### 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 the General Education Courses (totaling 10 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:

<b>30-unit option for LVN to RN*</b>		
	<b>Unitek Course Code &amp; Title</b>	<b>Units</b>
<b>General Education</b>	BIO200 – Anatomy and Physiology I*	3.0
	BIO215 – Anatomy & Physiology II*	3.0
	MIC215 – Microbiology*	3.0
	MIC215L – Microbiology Lab*	1.0
<b>Nursing Core</b>	RN216A – Adult Health I Theory	3.0
	RN216B – Adult Health I Clinical	2.0
	RN222A – Mental Health Nursing Theory	3.0
	RN222B – Mental Health Nursing Clinical	2.0
	RN400A – Leadership & Management in Healthcare Theory	2.0
	RN400B – Leadership & Management in Healthcare Clinical	2.0
	RN404A- Complex Adult Health Theory	3.0

	RN404B – Complex Adult Health Clinical	2.0
<b>Total Units:</b>		29

\*Unitek 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) 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

### VOCATIONAL NURSING PREREQUISITE COURSE (VN PRQ)

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(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 preferences, 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.

Topics covered include study skills, critical thinking, identification of learning preferences and the impact on study skills, Nursing education levels and the role of an LVN, communication in health care, web-based nursing resources, dosage calculations, and medical terminology related to a basic overview of primary systems (Skeletal, Muscular, Cardiovascular, Respiratory, Digestive, Urinary, and Nervous).

The course consists of 80 hours of asynchronous online instruction typically completed in 2.5 to 3 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).

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.

Students must complete this course with a cumulative score of at least 75% to pass. Students failing this

course are automatically provided an opportunity to retake it. Students failing a 2nd attempt within one year of their first attempt and wanting to take the course a 3rd time have two options:

1. Receive approval from the Chief Academic Officer or National Dean to take the course a 3rd time within one year of completing the 2nd attempt, or
2. Wait more than one year from completing the 2nd attempt and apply for enrollment in the course without requiring approval (this option of waiting one year will “reset” to being a new first attempt)

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.

### Classroom and Lab Environment

This course is taught asynchronously through the Canvas Learning Management System (LMS) using active learning strategies, game-based instruction, and frequent feedback opportunities for students.

## VOCATIONAL NURSING

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(Offered at all campuses)

### Credential Awarded: Diploma

#### 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.

### Vocational Nursing (VN) Program Licensure Disclosure

The curriculum for the Vocational Nursing (VN) program at Unitek College has been designed to meet the educational licensure requirements in California as well as prepare students to apply to the California Board of Vocational Nursing and Psychiatric Technicians to sit for the NCLEX licensure exam in the State of California (see <https://www.bvnpt.ca.gov/applicants/index.shtml> for more information regarding licensure in California). The nursing boards in each state are responsible for establishing the requirements for licensure for their state. Requirements may vary state to state and may change at any time. Students who intend to use their Unitek College VN diploma to secure licensure in any state other than California will need to review the professional licensure disclosures in that state pertaining to their program and consult with the state Nursing licensing board. For more information, see [Nursing Board Contact Information by State or Territory – VN Program](#) for a listing of state nursing licensing boards and determinations made by the College by state of whether the VN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made. NOTE: Graduates who become licensed in California may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.

### Paired Courses (Co-requisites)

As noted in the Course Descriptions, certain courses are meant to be taken concurrently with other courses in pairs called "co-requisite courses". Students must pass both paired courses in order to progress in the program (i.e. students failing one course of a co-requisite pair will automatically fail the other course in the pair).

## COURSE DESCRIPTIONS

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### GENERAL EDUCATION COURSE DESCRIPTIONS

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(All Gen Ed courses are delivered 100% online.)

#### BIO200 Anatomy & Physiology I

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course is the first in an online 2-course sequence that presents Anatomy and Physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the cellular level and progressing through tissues, integumentary, lymphatic, immune, and musculoskeletal systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, discussions, and online media. **Prerequisite: BIO200**

### **BIO200L Anatomy & Physiology I Lab**

1.0 Credit hours – 30 contact hours

0 hours Lecture; 30 hours Lab; 0 hours Practicum

This course accompanies the anatomy & physiology I theory course. This lab course presents anatomy and physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the cellular level and progressing through tissues, integumentary, lymphatic, immune, and musculoskeletal systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, virtual labs, and online media. **Prerequisite or Corequisite: BIO200**

### **BIO215 Anatomy & Physiology II**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course is the second in an online 2-course sequence that presents anatomy and physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the neurosensory system and progressing through the endocrine, blood, lymphatic, immune, cardiovascular, respiratory, urinary, digestive, and reproductive systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, discussions, and online media **Prerequisite: BIO200**

### **BIO215L Anatomy & Physiology II Lab**

1.0 Credit hours – 30 contact hours

0 hours Lecture; 30 hours Lab; 0 hours Practicum

This course accompanies the Anatomy and Physiology II theory course. This lab course presents anatomy and physiology using a body systems approach with emphasis on the relationships between structure,



function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the neurosensory system and progressing through the endocrine, blood, lymphatic, immune, cardiovascular, respiratory, urinary, digestive, and reproductive systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, virtual labs, and online media.

**Prerequisite: BIO200 and BIO200L; Prerequisite or Corequisite: BIO215**

### **CHM215 General Chemistry**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

The various principles of chemical behavior are discussed and correlated with other sciences. Topics include bonding, structure, reactivity, stoichiometry, gas laws, solutions, solubility, equilibrium, energy relationships, the periodic table, an introduction to organic chemistry and hydrocarbons. **Prerequisite: None**

### **CHM215L General Chemistry Lab**

1.0 Credit hours – 30 contact hours

0 hours Lecture; 30 hours Lab; 0 hours Practicum

This virtual lab is taken in conjunction with CHM215. This virtual laboratory provides firsthand experiences that inform, illustrate, expand, and reinforce major chemistry concepts. Experiments include titrations, weights and measures, chemical reactions, calorimetry, chemical concentrations, and solubility. **Prerequisite or Corequisite: CHEM215**

### **ENG100 English Composition**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course is designed to provide writing and reading instruction and support to students. The fundamentals of writing will be instructed which entail the various stages of the writing process: drafting, revising, editing, and proofreading. Course assignments reinforce the fundamental grammatical, mechanical, and analytical writing and reading skills that are necessary to successfully conduct research and utilize academic writing **Prerequisite: None**

### **ENG115 Public Speaking**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course provides foundational knowledge of interpersonal communication, group communication, and public speaking. These foundational skills are essential as good communication skills are continuously ranked by employers as one of the most valued competencies for any employee. The course presents theory and practical applications of oral communication skills which includes strategies to control anxiety; methods used to structure and organize information to present to a variety of audiences; along with the necessary vocal, auditory, and verbal skills utilized in proper and effective delivery. **Prerequisite: None**

### **ENG300 Advanced English Composition**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course builds on the knowledge and skills acquired from ENG100 and focuses on the application of critical thinking, reading, and writing. Students will continue to build upon their academic writing skills and enhance their critical thinking skills through conducting research and seeking out scholarly sources to validate their research argument. **Prerequisite: ENG100**

### **ETH400 Ethics**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course involves a theoretical discussion and analysis of ethics within the professional environment, including the avoidance of logical fallacies common to ethical debates. This course explores creativity in ethical choices and the establishment of rules for fruitful moral debates. **Prerequisite: None**

### **HIST411 Contemporary History**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

The course examines major 20th-century political, social, economic, and technological developments in a global context. It also establishes a context for historical events and suggests relationships among them. The impact of technological innovation on contemporary society, politics, military power, and economic conditions is explored. **Prerequisite: None**

### **MIC215 Microbiology**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

The course is designed to convey general concepts, methods, and applications of microbiology for health sciences. The role of microorganisms in the environment and in human disease is discussed. Topics include immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases.

**Prerequisite– BIO200**

### **MIC215L Microbiology Lab**

1.0 Credit hours – 30 contact hours

0 hours Lecture; 30 hours Lab; 0 hours Practicum

Taken in conjunction with MIC215, this virtual laboratory provides firsthand experiences that inform, illustrate, expand, and reinforce major microbiology concepts. Experiments include the identification, growth, and elimination of various microbes.

**Prerequisite: BIO200; Prerequisite or Corequisite: MIC215**

### **MTH100 Intermediate Algebra**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course of instruction is designed to introduce college mathematical and algebraic concepts to students. This course covers algebraic operations, problem solving strategies, integer exponents, linear equations and inequalities, polynomials, rational expressions, and quadratic equations. **Prerequisite: None**

### **MTH215 Statistics**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course covers the basic concepts and skills of statistical analysis. The instruction stresses the practical use of statistics in the collecting, organizing, analyzing, interpreting, and presenting of data. Descriptive and inferential techniques are covered. **Prerequisite: None**

### **NUT100 Nutrition**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This is a 3-credit, science-oriented, introductory online nutrition course that focuses on basic principles of human nutrition. Emphasis is placed on the nutrient requirements of healthy individuals, nutrient

categories and their characteristics, physiological functions, metabolism, and food sources. The role of nutrition in health promotion and disease prevention will be discussed in relation to personal health choices and with applications for students contemplating careers in the health professions. **Prerequisite: None**

### **PHI350 Critical Reasoning**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This 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. Throughout this course the students will apply various moral theories to real-world situations. **Prerequisite: None**

### **POL300 Political Science**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

In addition to examining the U.S. Constitution with special attention to the Bill of Rights and the separation of powers, the course explores comparative political systems, determinants of foreign policy and the dynamics of political change. Studies of recent political history, current world affairs and the structure of political institutions are included. **Prerequisite: None**

### **PSY100 Introduction to Psychology**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

The course provides a foundation for understanding, predicting, and analyzing behavior. Students will focus on the basic theories of behavior, learning, motivation, and personality. Also explored are social behavior, sexuality/gender issues, and the influence of health and stress on behavior. Students are introduced to human behavior generally regarded as abnormal and will explore various theories and therapies. **Prerequisite: None**

### **PSY115 Lifespan Development**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course introduces the stages of human growth and development from conception through adulthood to death. Students will learn how cognitive, social, psychomotor, and emotional events affect behavior.

Topics addressed include developmental theories, motivation, personality development, culture, and general psychological theories and principles. **Prerequisite: None**

### **SOC100 Introduction to Sociology**

3.0 Credit hours – 45 contact hours

45 hours Lecture; 0 hours Lab; 0 hours Practicum

This course explores the major perspectives, principles, theories, and methods that govern the study of people and social structures, with a focus on sociological processes that underlie everyday life. Topics include globalization, cultural diversity, critical thinking, new technology and the growing influence of mass media. **Prerequisite: None**

### **DENTAL ASSISTING COURSES**

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#### **DA101-L Dental Terminology and Proper Asepsis Techniques – Lab**

In this course, students are taught laboratory practice in basic chairside assisting, as well as in sterilization to include autoclaving, preparation for sterilization and disinfection, surface disinfection, sterilization of instruments and handpieces mechanical barriers, CPR and infection control protocol. This course is also designed to develop professional skills. This course will include out-of-class work such as reading and writing assignments, practice and practical application assignments

#### **DA101-T Dental Terminology and Proper Asepsis Techniques – Theory**

In this course, students are taught dental terminology, dental specialties, health team members, HIPAA and CPR. Emphasis is placed on anatomy, physiology, dental anatomy and histology, and the oral cavity. In addition, this course provides instruction in basic chairside assisting, as well as in sterilization to include autoclaving, preparation for sterilization and disinfection, surface disinfection, sterilization of instruments and handpieces mechanical barriers, and infection control protocol. This course is also designed to develop professional skills. This course will include out-of-class work such as reading and writing assignments.

#### **DA102-L Chairside Assisting for General and Specialty Dentistry – Lab**

In this course, students will have the opportunity to practice instrument exchange, oral evacuation, seating and dismissing a patient, handpiece maintenance, tray set-ups and anesthesia. This course will include out-of-class work such as reading and writing assignments, practice and practical application assignments, and projects.

#### **DA102-T Chairside Assisting for General and Specialty Dentistry – Theory**

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.. This course will include out-of-class work such as reading and writing assignments.

#### **DA103-L Dental Materials and Prevention – Lab**

In this course, Students will 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. This course will include out-of-class work such as reading and writing assignments, practice and practical application assignments, and projects.

#### **DA103-T Dental Materials and Prevention – Theory**

In this course, students are taught preventive medicine, nutrition, oral hygiene methods, vital signs, pharmacology, dental cements, supplemental materials, and medical emergencies. This course will include out-of-class work such as reading and writing assignments.

#### **DA104A-L CA Dental Assisting & RDA w/ ED – Lab A**

In this course, students will have the opportunity to practice all dental assisting and registered dental assisting functions as they apply to general dentistry, oral surgery, and preventive dentistry. This course will include out-of-class work such as reading and writing assignments, practice, and practical application assignments.

#### **DA104A-T CA Dental Assisting & RDA w/ ED – Theory A**

In this course, students are taught registered dental assisting functions including regulations, categories, terminologies, examination, certification, continuing education, and legalities. This course will include out-of-class work such as reading and writing assignments.

#### **DA104B-L CA Dental Assisting & RDA w/ ED – Lab B**

In this course, students will have the opportunity to practice all dental assisting and registered 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. This course will include out-of-class work such as reading and writing assignments, practice, and practical application assignments.

#### **DA104B-T CA Dental Assisting & RDA w/ ED – Theory B**

In this course, students are taught all dental assisting and registered 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. This course will include out-of-class work such as reading and writing assignments.

#### **DA105-L Dental Radiology – Lab**

Students will 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. This course will include out-of-class work such as reading and writing assignments, practice and practical application assignments, and projects.

#### **DA105-T Dental Radiology – Theory**

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. This course will include out-of-class work such as reading and writing assignments.

#### **DA106-L Dental Practice Management – Lab**

In this course, students will practice telephone communications, basic computer terminology and functions, maintaining inventory supply systems, employment search techniques, and completing a job application. The students will learn how to make appointments, create walk out statements, process insurance forms,

and register patients This course will include out-of-class work such as reading and writing assignments, practice, and practical application assignments

### **DA106-T Dental Practice Management – Theory**

In this course, students are taught the basis for human behavior, recognition of social behavior, individual difference, communication skills and relationship enhancement, special problems in communications, origin and treatment of patient fear, management of patient pain and discomfort motivation, compliance, preventive behavior, behavior management of children as patients, care of the geriatric patient, and care of the handicapped patient. This course will include out-of-class work such as reading and writing assignments and projects.

### **DA107-L Clinical and Lab Duties – Lab**

In this Course, students are taught Coronal polishing and requires the completion of clinical practice to include one student patient and two additional patients. This course also requires the completion of four pit and fissure sealant patients as clinical practice. This course will include out-of-class work such as reading and writing assignments, practice, and practical application assignments. The students will have the opportunity to Diagnodont, adjust dentures, and create stainless steel crowns.

### **DA107-T Clinical and Lab Duties – Theory**

In this course, students are taught about pit and fissure sealants, facebow transfers, automated caries detection device, coronal polishing, stainless steel crowns, and adjusting dentures extra-orally. This course will include out-of-class work such as reading and writing assignments

### **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.

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*Please note: a previous version of this program used combined theory/lab courses per topic, instead of the separate theory & lab courses described above (which will be active in 2022). Descriptions for the combined courses are described below for reference.*

### **DA101 – Dental Terminology and Proper Asepsis Techniques**

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 off 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.

## MEDICAL ASSISTING COURSES

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### HCMA110-T

#### Introduction to Medical Assisting & Medical Law – Theory

Course HCMA110-T 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 exists 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 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

HCMA110-L 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 and from kilograms) communications, and the function and use of computers in the medical environments. Core MA skills that repeat each Course 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 education dosages of medications 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 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

HCMA112-L 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 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

HCMA113-L 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 Course are IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

## HCMA114-T

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

Course HCMA114-T 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 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**

HCMA114-L 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.

## 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 practice documenting in electronic health records (EHR).

## HCMA115-L

### Office Management & Computerized Systems in Medical Assisting – Lab

HCMA115-L 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. Learners define, spell, and pronounce the terms specific to topics listed and practice documenting in electronic health records (EHR).

## HCMA116-T

### First Aid, Emergencies, Behavior in Acute Situations – Theory

Course HCMA116-T 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 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

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

HCMA116-L is an entry-level medical assisting course in applying the medical assistant role in coordinating laboratory tests and results and understanding the Clinical Laboratory Improvement Amendments (CLIA), specimen collection procedures, and 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 (see page 4 for a full description of the capstone content). Following the 5-hr capstone content, the student will report to their preceptor that is assigned by the College medical assistant externship coordinator. Students will learn under the direct supervision of the clinical site preceptor(s) and the guidance of a 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 COURSES**

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### **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.

## **PHYSICAL THERAPIST ASSISTANT COURSES**

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### **PHT 101: Introduction to Physical Therapy**

In this initial program course, student explore the history and development of the physical therapy profession and the American Physical Therapy Association (APTA). This course provides the framework



for understanding the role of the physical therapist assistant (PTA), the interaction between the PT and PTA and the interrelationship of these individuals to the current health care delivery system and in different practice settings. Scope of practice issues concern direction and supervision are introduced as well as the concepts of state practice acts, licensing, and legal and ethical responsibilities. Students begin to build communication and documentation skills and to develop self-awareness and a sensitivity to patients' rights and cultural diversity. This course introduces student to performing a profession literature search.

### **PHT 122: Health, Disease & Disability**

This course explores current concepts related to maintaining wellness and encouraging prevention. It also investigates the etiology of disease and dysfunction as related to the onset of disability. Topics concerning heredity, immunology, nutrition, and lifestyle issues are discussed. Pathophysiology is taught using a cellular and organ system approach and covers the lifespan. Disability is viewed through functional limitations and the inability of an individuals to participate in a major life activity.

### **PHT 124: Applied Kinesiology**

Through integrated lecture and laboratory, this course provides instruction in the science of human movement. The structure and function of the lower extremity, upper extremity, head, neck and trunk are covered in-depth. Topics included are the descriptive terminology associated with the study of kinesiology, an expanded study of the musculoskeletal system, normal and dysfunctional joint motion, as well as the principles of physics associated with biomechanics. An introduction to posture and ambulation is also incorporated. Assessment activities include palpation, range of motion and end feel, goniometric measurements, manual muscle testing, and normal and abnormal posture and gait analysis.

### **PHT 130: PTA Seminar I**

This is the first of two seminar classes in the PTA curriculum. This class builds on information introduced in Introduction to Physical Therapy, with topics including PT and PTA ethics and standards of practice, professionalism in the field of physical therapy, and APTA structure and professional association benefits. The healthcare delivery system is also discussed during this class. Additional topics highlighted throughout this course includes: reporting suspected cases of abuse to vulnerable populations, reporting suspected cases of fraud and abuse related to utilization of and payment for PT services, reviewing health records, APTA Value Based Behaviors and review of the ICF model of functioning disability and health

### **PHT 131: Pharmacology**

Pharmacology is the study of the origin, properties, and effects of drugs. An overview of the over the counter and prescribed drugs frequently used by individuals receiving physical therapy and the effects these drugs have on physical therapy treatment is prescribed. This course requires a working understanding of physiology and pathophysiology. Lecture topics include the use of drugs in the treatment

of chronic diseases, the impact of pharmacotherapeutic agents on exercise, and the susceptibility of the elderly to drug-related problems.

### **PHT 132: Therapeutic Procedures I**

As the first of two procedures courses, Therapeutic Procedures I focuses on safely performing basic patient assessment and management skills as well as presenting a practical approach to functional activities. Topics included in lecture and laboratory are infection control procedures, basic wound management, vital signs and anthropometrical characteristics, patient handling, transfers, mobility, and assistive devices. An introduction to architectural barriers, range of motion and teaching/learning theories is also incorporated. The course continues to build upon the communication and documentation skills introduced in PTA 106 Introduction to Physical Therapy.

### **PTA 134: Therapeutic Exercise**

In this course a comprehensive understanding of the theoretical concepts, related assessments and practical applications of therapeutic exercise is emphasized. Measurement for segmental length, girth and volume are included. The exercise concepts of strength, resistance, endurance, relaxation and overuse are instructed in relationship to the implementation of treatment programs.

### **PHT 136: Modalities**

This course explores the theories and therapeutic applications of mechanical devices and physical agents. Students will develop an understanding of the physiological effects that occur with modalities using massage, heat, cold, water, light, sound, traction, compression, electrical stimulation and biofeedback. Students will be placed on students understanding the rationale and gaining the knowledge and skills to apply, in a safe and effective manner, the modalities frequently used in clinical settings.

### **PHT 240: PTA Seminar II**

This second of two seminar courses builds on the cumulative academic and clinical knowledge gleaned from previous PTA courses. Students are given the opportunity to explore current issues affecting the delivery of physical therapy services in a dynamic U.S. health care industry. An overview of practice settings and specialty areas in physical therapy is presented in conjunction with the impact of current legislation affecting service delivery and reimbursement. Profession, legal and ethical issues are also reviewed and updated. This course includes a unit on negotiation and conflict resolution and a project researching the impact of culture on health care delivery.

### **PHT 241: Clinical Affiliation I**

In the first of three clinical affiliations, students are expected to complete 136 hours of clinical education working under the direct supervision of a licensed physical therapist and/or physical therapist assistant.

Students are assigned to contract sites representing a variety of practice settings that may include hospitals, outpatient clinics and extended care facilities among others. This introduction to clinical practice provides basic exposure to physical therapy environments and allows students to practice and document elementary assessment measurements, patient management activities and therapeutic procedures that are in a plan of care. Students will also have an opportunity to build communication skills with clients and members of the health care delivery team.

### **PHT 242: Therapeutic Procedures II**

This course expands the knowledge and skills gained from previous courses while investigating techniques used in specialty areas of physical therapy practice. This course explores cardiovascular and pulmonary conditions, burn care mastectomy, amputation and lymphedema. Information regarding compression garments, prostheses and orthoses are included in conjunction with the required measurement and mobility assessments. Conditions often associated with women's health such as pregnancy, osteoporosis, fibromyalgia and pelvic floor dysfunction are also addressed. Lecture and laboratory sessions provide students with the knowledge, observation, test and measurement skills to perform directed interventions in the above-mentioned areas.

### **PHT 244: Applied Orthopedics**

This course synthesizes the musculoskeletal information presented in anatomy and physiology and kinesiology in order to enhance students' knowledge of orthopedic conditions and dysfunction throughout the lifespan. In the accompanying laboratory sessions, assessment tests and measurement techniques and therapeutic exercise regimens for the orthopedic client are instructed using a regional approach.

### **PHT 246: Applied Neurology**

Through integrated lecture and laboratory this course introduces the neuroscience and motor control concepts necessary for students to provide directed interventions and administer tests and measures for a variety of clients with neurological involvement. Neurological treatment approaches including PNF, Rood, Bobath, Brunnstrom and the motor learning approaches of Carr and Shepard are discussed, with an emphasis on performing appropriate treatment interventions for different stages of neurological rehabilitation. In addition, students will learn to implement activities for balance and coordination dysfunction. The course includes both pediatric and adult disorders.

### **PHT 250: PTA Capstone**

This course consists of review for and completion of a comprehensive final examination in preparation for the national licensure examination.

### **PHT 252: Clinical Affiliation II**

In the second clinical affiliation, students expand upon their previous clinical experience and incorporate the knowledge and skills from additional academic coursework. The affiliation is full time (40 hours per week). Emphasis is placed on students assuming a more active role in the delivery of care under the supervision and direction of a clinical instructor.

### **PHT 253: Clinical Affiliation III**

Clinical Affiliation III is the terminal clinical education experience and requires that students perform as a physical therapist assistant entry-level practitioner by the completion of the assignment. Under the supervision of a licensed physical therapist and/or physical therapist assistant, students will explore in greater depth physical therapy specialty areas of practice such as geriatrics, pediatrics, sports medicine, cardiopulmonary rehabilitation, or women’s health. Increasing exposure to complex neurological and rehabilitation clients occurs. Students are also expected to recognize factors within the health care system that impact the delivery of care and to maintain ethical standards of practice.

Please see [General Education Course Descriptions](#) for the complete description of the general education courses for this program.

## **NURSING (BSN) COURSES**

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### **GENERAL EDUCATION**

(All Gen Ed courses are delivered 100% online.)

Please see [General Education Course Descriptions](#) for complete description of the general education courses.

<b>Course</b>	<b>Semester Credits</b>
BIO200 Anatomy & Physiology I	3.0
BIO200L Anatomy & Physiology I Lab	1.0
BIO215 Anatomy & Physiology II	3.0
BIO215L Anatomy & Physiology II Lab	1.0
CHEM215 General Chemistry	3.0
CHEM215L General Chemistry Lab	1.0
ENG100 English	3.0
ENG115 Public Speaking	3.0
ENG300 Advanced English Composition	3.0

ETH400 Ethics	3.0
HIST411 Contemporary History	3.0
MIC215 Microbiology	3.0
MIC215L Microbiology Lab	1.0
MTH100 Intermediate Algebra	3.0
MTH215 Statistics	3.0
NUT100 Nutrition	3.0
PHI350 Critical Reasoning	3.0
POL300 Political Science	3.0
PSY100 Introduction to Psychology	3.0
PSY115 Lifespan Development	3.0
SOC100 Introduction to Sociology	3.0

## CORE COURSES

### **RN 200A: Health Assessment 1 – Theory**

The course, part one of a two-part course, is a prerequisite for RN 214 A. This course is a co-requisite of RN 200 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This 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. The 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 200B: Health Assessment 1 – Skills**

The course, part one of a two-part course, is a prerequisite for RN 214 B. This course is a co-requisite of RN 200 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This 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. The 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 204A: Fundamentals – Theory**

The course, part one of a two-part course, is a prerequisite for RN 208 A. This course is a co-requisite of RN 204 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This course introduces the hands-on skills and principles of fundamentals of nursing care. The course focuses on the application of leadership and management concepts utilizing the roles of nursing professionals who direct nursing staff, oversee the organizational structure of medical processes, and lead nursing teams to provide patient care to improve patient outcomes. Levels of prevention. The Healthy People 2020 goals are discussed in relation to the political, sociocultural, demographic, and epidemiologic aspects of patient care. The role of the registered nurse is applied as it relates to leadership and identifying predictive factors that influence health and prevention of diseases and improvement of outcomes. This course will investigate the needs of aggregates in the healthcare setting including planning for known and anticipated problems, addressing acute and chronic health problems while managing information and communication technology. Communication, collaboration, and teamwork strategies are implemented along with the application of evidence-based practice. Student clinical experiences are scheduled with nurse preceptors in healthcare settings to assist them in applying leadership and management principles and implementing relevant concepts in acute and non-acute care settings. The Kurt Lewin Change Management Model, 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 204B: Fundamentals – Skills**

The course, part one of a two-part course, is a prerequisite for RN 208 B. This course is a co-requisite of RN 204 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This introduces the hands-on skills and principles of fundamentals of nursing

care. This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal concerns, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist

individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions, including body mechanics, positioning, mobility, hygiene, comfort, safety, infection prevention, and vital-sign assessment. At the conclusion of this course, students demonstrate competency in performing basic nursing skills for individuals with common health alterations. 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 208A: Fundamentals – Patient Care – Theory**

The course, part two of a two-part course, with RN 204 A being a prerequisite. This course is a co-requisite of RN 208 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This course is a continuation of the theory and principles of the fundamentals of nursing care. This course provides further opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse in health promotion and the rehabilitative aspects of patient care are emphasized. Students are introduced to the concepts of alterations to body systems, management of client needs, safety evaluation and implementation, communication, teaching/learning, critical thinking, ethical-legal concerns, cultural diversity, nursing history, and the program's philosophy of nursing. 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 208B: Fundamentals – Patient Care – Skills**

The course, part two of a two-part course, with RN 204 B being a prerequisite. This course is a co-requisite

of RN 208 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This course is a continuation of the hands-on skills and principles of the fundamentals of nursing care. This course provides further opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse in health promotion and the rehabilitative aspects of patient care are emphasized. Students are introduced to the concepts of alterations to body systems, management of client needs, safety evaluation and implementation, communication, teaching/learning, critical thinking, ethical-legal concerns, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course further builds on the psychomotor nursing skills needed to assist individuals in meeting basic human needs through hands-on, direct patient care. Skills necessary for maintaining microbial, physical, and psychological safety are expanded upon along with skills needed in therapeutic interventions, including body mechanics, positioning, mobility, hygiene, comfort, safety, infection prevention, and vital-sign assessment. At the conclusion of this course, students demonstrate competency in performing basic nursing skills for individuals with common health alterations. 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 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 214A Health Assessment II – Theory**

The course, part two of a two-part course, with RN 200 A being a prerequisite. This course is a co-requisite of RN 214 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This course is a continuation of the theory and principles of health assessment. The course provides further opportunities to examine the principles and techniques of nursing assessment and focuses on the utilization of assessment findings in clinical decision-making. Students are introduced to conducting focused assessments for both the normal and altered body systems, as well as the professional responsibilities in conducting a comprehensive physical assessment and documentation of assessment findings. At the conclusion of this course, students will be able to demonstrate competency in performing a comprehensive nursing head-to-toe assessment. Students have the opportunity to develop the intermediate 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 214B: Health Assessment II – Skills**

The course, part two of a two-part course, with RN 200 B being a prerequisite. This course is a co-requisite of RN 214 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This course is a continuation of the hands-on skills and principles of health assessment. The course provides further opportunities to examine the principles and techniques of nursing assessment and focuses on the utilization of assessment findings in clinical decision-making. This laboratory component of the course further builds on the psychomotor nursing skills needed to assess all major body systems, including neurologic, musculoskeletal, respiratory, cardiovascular, gastrointestinal, genitourinary, and reproductive systems. Students are introduced to conducting focused assessments for both the normal and altered body systems, as well as the professional responsibilities in conducting a comprehensive physical assessment and documentation of assessment findings. At the conclusion of this course, students will be able to demonstrate competency in performing a comprehensive nursing head-to-toe assessment. Students have the opportunity to develop the intermediate 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 216A: Adult Health I – Theory**

This course is a co-requisite of RN 216 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The focus of this course is on the needs of adult patients and their families with the emphasis on the older adult 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. 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. The Benner Theory of novice to expert, the concepts from Jean Watson's Caring Theory, the NLN Roles of Practice, the nursing process, and the 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 a variety of community health agencies, such as skilled nursing facilities and hospitals.

### **RN 216B: Adult Health I – Clinical**

This course is a co-requisite of RN 216 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The focus of this course is on the needs of adult patients and their families with the emphasis on the older adult 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. 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. The Benner Theory of novice to expert, the concepts from Jean Watson's Caring Theory, the NLN Roles of Practice, the nursing process, and the 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 a variety of community health agencies, such as skilled nursing facilities and hospitals.

### **RN 218A: Adult Health II – Theory**

This course is a co-requisite of RN 218 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The focus of this course is on the needs of adult patients and their families in relation to health promotion, management of conditions of acute and chronic care that require hospitalization. The nursing process is used in the discussion of health alterations affecting a variety of health conditions and diseases. Students continue their professional skill development as members of the health team. This course focuses on the effect of health alterations on the patient and the patient's family. The nursing process is used to make clinical decisions, provide medical surgical and post-surgical care, 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 theory of novice to expert, 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. The clinical component uses a variety of hospitals providing care for diverse ethnic and religious populations of early, middle, and elderly adults and their families.

### **RN 218: Adult Health II – Clinical**

This course is a co-requisite of RN 218 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The focus of this course is on the needs of adult patients and their families in relation to health promotion, management of conditions of acute and chronic care that require hospitalization. The nursing process is used in the discussion of health alterations affecting a variety of health conditions and diseases. Students continue their professional skill development as members of the health team. This course focuses on the effect of health alterations on the patient and the patient's family. The nursing process is used to make clinical decisions, provide medical-surgical and post-surgical care, 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 theory of novice to expert, 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. The clinical component uses a variety of

hospitals providing care for diverse ethnic and religious populations of early, middle, and elderly adults and their families.

### **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 222A Mental Health Nursing – Theory**

This course is a co-requisite of RN 222 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The course provides theoretical knowledge and skills necessary for the care of psychiatric patients in acute and longterm care facilities. Emphasis will be on the holistic care of children, adolescents, 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 222B Mental Health Nursing – Clinical**

This course is a co-requisite of RN 222 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. 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, adolescents, 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 224A Maternal/Newborn Nursing – Theory**

This course is a co-requisite of RN 224 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The course provides theoretical instruction on the woman's care during the different stages of pregnancy and care of the newborn. Emphasis is placed on the physiological and psychological changes that occur during pregnancy, focusing on the physiological and psychological changes that occur during pregnancy. Subject matter includes prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, intervention for the 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 Model of Novice to Expert and the concepts from Jean Watson's Caring Theory and the NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are utilized in the presentation of the content. The threads of critical thinking, QSEN principles, and standards of care are woven throughout this course and the curriculum.

### **RN 224B Maternal/Newborn Nursing – Clinical**

This course is a co-requisite of RN 224 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The course provides the clinical application on the woman's care during the different stages of pregnancy and care of the newborn. Clinical application of theory content as relates the maternal client and the newborn, knowledge of nursing theory, concepts, skills competencies & procedures. Clinical experience is provided in multiple health care settings, community-based clinics, hospitals, and simulations. Subject matter includes Prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, intervention for the 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 clinical experience emphasizes the role and responsibilities of the bachelor's degree nursing student. Focus is on demonstration of Legal and ethical behavior, safety principles and practices, interpersonal and teamwork principles and practice skills, appropriate, therapeutic communicating skills during the ante, intra-and-postpartum care of the maternal/newborn client. The Benner Model of Novice to Expert and the concepts from Jean Watson's Caring Theory and the NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are utilized in the presentation of the content. The threads of critical thinking, QSEN principles, and standards of care are woven throughout this course and the curriculum.

### **RN 330A: Pediatric Nursing – Theory**

This course is a co-requisite of RN 330 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This course provides detailed theoretical instruction on the family-centered care of the Pediatric Client. Subject matter includes Introduction to care of the pediatric client; health promotion and maintenance; the hospitalized child; care of the child with chronic, complex, acute disorders from infancy to adolescence; the child with special needs and care of the dying pediatric client inclusive of concepts applicable to basic needs and support of the family during the period of change. 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 the 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.

### **RN 330B Pediatric Nursing – Clinical**

This course is a co-requisite of RN 330 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. Clinical application of theory content as relates to the care of the pediatric client and their family, knowledge of nursing theory, concepts, skills, competencies & procedures. Clinical experience is provided in multiple health care settings, community based, clinics, hospitals, and Simulations. The Benner Model from Novice to Expert together with the concepts from Jean Watson's Caring Theory and NLN Roles of Practice will be used within the framework of the nursing process in the implementation of care for the culturally diverse pediatric patient. The clinical experience emphasizes the role and responsibilities of the bachelor's degree nursing student. Focus is on demonstration of legal and ethical behavior; safety principles and practices; interpersonal and teamwork principles and practice skills; appropriate and therapeutic communication skills.

### **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 400A: Leadership and Management in Healthcare – Theory**

This course is a co-requisite of RN 400 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The course focuses on the leadership and management theory and concepts to explore the roles of nursing professionals who direct nursing staff, oversee the organizational structure of medical processes and lead nursing teams to provide patient care with the aim of improving patient outcomes while using best practices when providing care to patients. The Healthy People 2020 goals are discussed in relation to the political, sociocultural, demographic aspects of patient care. The role of the registered nurse leader and manager is discussed as it relates to leadership and identifying predictive factors that influence the management of health promotion and improvement of patient outcomes. This course will explore the roles of nurse managers/leaders in the healthcare setting including planning for known and anticipated problems, addressing acute health problems, and managing information and communication technology. Communication, collaboration, and teamwork strategies are explored along with the application of evidence-based practice. Student theory experiences are scheduled within the course to enhance the student in conceptualizing leadership and management principles to be able to implement relevant concepts in acute and non-acute care settings. The Kurt Lewin Change Management Model, 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 400B: Leadership and Management in Healthcare – Clinical**

This course is a co-requisite of RN 400 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The course focuses on the application of leadership and management concepts utilizing the roles of nursing professionals who direct nursing staff, oversee the organizational structure of medical processes, and lead nursing teams to provide patient care with the aim of improving patient outcomes. levels of prevention. The Healthy People 2020 goals are discussed in relation to the political, sociocultural, demographic, and epidemiologic aspects of patient care. The role of the registered nurse is applied as it relates to leadership and identifying predictive factors that influence health and prevention of diseases and improvement of outcomes. This course will investigate the needs of aggregates in the healthcare setting including planning for known and anticipated problems, addressing acute and chronic health problems while managing information and communication technology. Communication, collaboration, and teamwork strategies are implemented along with the application of evidence-based practice. Student clinical experiences are scheduled with nurse preceptors in healthcare settings to assist them in applying leadership and management principles and implementing relevant concepts in acute and nonacute care settings. The Kurt Lewin Change Management Model, 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 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 404A: Complex Adult Health – Theory**

This course is a co-requisite of RN 404 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. 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. 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 404B: Complex Adult Health – Clinical**

This course is a co-requisite of RN 404 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. 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. 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 406A: Community Health Nursing – Theory**

This course is a co-requisite of RN 406 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. 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 Public Health Nurse (PHN) or Community Health Nurse (CHN) is discussed as it relates to identifying predictive factors that influence health and the 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 the application of evidence-based practice. The concepts from Jean Watson's Caring Theory, NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are used as curricular threads throughout the course. The clinical component uses the public health agencies and other community health agencies in the local area. 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.

### **RN 406B: Community Health Nursing – Clinical**

This course is a co-requisite of RN 406 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. 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 Public Health Nurse (PHN) or Community Health Nurse (CHN) is discussed as it relates to identifying predictive factors that influence health and the 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 the application of evidence based practice. The concepts from Jean Watson's Caring Theory, NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are used as curricular threads throughout the course. The clinical component uses the public health agencies and other community health agencies in the local area. 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.

### **RN 408A: Capstone Course – Theory**

This course is a co-requisite of RN 408 B, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. The culminating course requires senior nursing students to demonstrate mastery of knowledge learned in general education and 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 caring nurses. Students develop culturally competent and evidence-based interventions for selected populations. 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. 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. 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 408B: Capstone Course – Clinical**

This course is a co-requisite of RN 408 A, which is taken concurrently, and failing one of the pairs automatically is a failure in the other course. This clinical course focuses on demonstrating the student's ability to synthesize the major concepts and principles in nursing practice learned in the baccalaureate program to facilitate transition into professional nursing as



knowledgeable, competent, and caring nurses. A variety of population and community settings are used for the clinical component of the course. Students develop and present a project that demonstrates the management of populations and communities within the context of legal, ethical, and evidence-based practice. The course provides the clinical application of theoretical concepts, techniques, strategies, and safety in the context of structure, process, and outcomes in healthcare delivery. The Benner Model of Novice to Expert and the concepts from Jean Watson's Caring Theory and the NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are utilized throughout the content. Students identify action plans, development, and outcomes evaluation through the use of project strategies under the supervision of a mentor and the course faculty.

## **VOCATIONAL NURSING COURSES**

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### **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.

## TUITION & FEES

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

Charge	Dental Assisting
Tuition	\$ 14,750
Registration Fee	\$40
Books and Supplies	\$403
Lab Fee	\$910
Program Fees	\$179
Technology Fees	\$293
STRF	\$42.50
<b>Total Program Costs</b>	<b>\$16,617.50</b>

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

Charge	Medical Assisting	Medical Office Administration
Tuition	\$13,338	\$12,532
Registration Fee	\$40	\$40
Books and Supplies	\$358	\$351
Lab Fee	\$40	\$95
Program Fees	\$262	\$200
Technology Fees	\$304	\$304
STRF	\$35	\$35
<b>Total Program Costs</b>	<b>\$14,377.00</b>	<b>\$13,557.00</b>
OPT-IN FOR CHROMEBOOK Cost	(\$485)	(\$485)

**Modular Diploma Programs (Sacramento, Bakersfield campuses)**

Charge	Medical Assisting	Medical Office Administration
Tuition	\$12,298	\$11,492
Registration Fee	\$40	\$40
Books and Supplies	\$358	\$351
Lab Fee	\$40	\$95
Program Fees	\$262	\$200
Technology Fees	\$304	\$304
STRF	\$32.50	\$30
<b>Total Program Costs</b>	<b>\$13,334.50</b>	<b>\$12,512.00</b>
OPT-IN FOR CHROMEBOOK Cost	(\$485)	(\$485)

**Physical Therapist Assistant Program (Sacramento)**

Charge	Physical Therapist Assistant
Tuition	\$38,795
Registration Fee	\$150

Books and Supplies	\$897
Lab Fee	\$250
Program Fees	\$737
Technology Fees	\$348
STRF	\$102.50
<b>Total Program Costs</b>	<b>\$41,279.50</b>

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

Charge	VN PRQ	VN	PRQ RETAKE	BSN – AP	BSN – Full
Tuition	\$1,371	\$33,486	\$690	\$99,376	\$134,885
Registration Fee	\$150	\$0	\$150	\$150	\$150
Books and Supplies	\$138	\$848	\$0	\$2,615	\$2,894
Lab Fee	\$0	\$383	\$0	\$485	\$485
Program Fees	\$2	\$888	\$2	\$609	\$640
Technology Fees (spread over terms)	\$139	\$2,607	\$0	\$3,687	\$3,891
Health Assessment	\$0	\$200	\$0	\$200	\$200
STRF	\$0	\$95	\$0	\$267.50	\$357.50
**Unitek College BSN Alumni Scholarship (for VN/PN graduates)				\$(10,000)	
**Unitek College BSN Alumni Scholarship (for ASVN graduates)				\$(5,000)	
**Unitek College VN Alumni Scholarship (for Medical Assistant graduates)		\$(2,000)			
<b>Total Program Costs</b>	<b>\$1,800.00</b>	<b>\$38,507.00</b>	<b>\$842.00</b>	<b>\$92,389.50</b>	<b>\$143,502.50</b>
		<u>Total BSN – AP Without Scholarships</u>		<b>\$107,389.50</b>	

### Pre-Licensure Nursing (Bakersfield campus)

Charge	VN PRQ	VN	PRQ RETAKE	BSN – AP	BSN – Full
Tuition	\$695	\$32,583	\$297	\$99,376	\$134,885
Registration Fee	\$150	\$0	\$150	\$150	\$150
Books and Supplies	\$138	\$848	\$0	\$2,615.00	\$2,894
Lab Fee	\$0	\$383	\$0	\$485	\$485
Program Fees	\$2	\$888	\$2	\$609	\$640
Technology Fees (spread over terms)	\$139	\$2,607	\$0	\$3,687	\$3,891
Health Assessment	\$0	\$200	\$0	\$200	\$200
STRF	\$0	\$95	\$0	\$267.50	\$357.50
**Unitek College BSN Alumni Scholarship (for VN/PN graduates)				\$(10,000)	
**Unitek College BSN Alumni Scholarship (for ASVN graduates)				\$(5,000)	
**Unitek College VN Alumni Scholarship (for Medical Assistant graduates)		\$(2,000)			
<b>Total Program Costs</b>	<b>\$1,124.00</b>	<b>\$37,604.00</b>	<b>\$449.00</b>	<b>\$92,389.50</b>	<b>\$143,502.50</b>
			<u>Total BSN-AP Without Scholarships</u>	<b>\$107,389.50</b>	

### Pre-Licensure Nursing (Sacramento campus)

Charge	VN PRQ	VN	PRQ RETAKE	BSN – AP	BSN – Full
Tuition	\$1,371	\$32,583	\$690	\$99,376	\$134,885
Registration Fee	\$150	\$0	\$150	\$150	\$150
Books and Supplies	\$138	\$848	\$0	\$2,615	\$2,894
Lab Fee	\$0	\$383	\$0	\$485	\$485
Program Fees	\$2	\$888	\$2	\$609	\$640
Technology Fees	\$139	\$2,607	\$0	\$3,687	\$3,891
Health Assessment	\$0	\$200	\$0	\$200	\$200
STRF	\$0	\$95	\$0	\$267.50	\$357.50

**Unitek College BSN Alumni Scholarship (for VN/PN graduates)				\$(10,000)	
**Unitek College BSN Alumni Scholarship (for ASVN graduates)				\$(5,000)	
**Unitek College VN Alumni Scholarship (for Medical Assistant graduates)		\$(2,000)			
<b>Total Program Costs</b>	<b>\$1,800.00</b>	<b>\$37,604.00</b>	<b>\$842.00</b>	<b>\$92,389.50</b>	<b>\$143,502.50</b>
			<b>Total BSN- AP Without Scholarships</b>	<b>\$107,389.50</b>	

### Professional Development Retake

Charge	PROF DEVEL RETAKE
Tuition	\$574
Registration Fee	\$0
Books and Supplies	\$0
Technology Fee	\$4
Program Fee	\$53
STRF	\$2.50
<b>Total Program Costs</b>	<b>\$633.50</b>

### RN course enrollments (Fremont campus)\*

Charge	INT – MED SURG	INT – OB	INT – PEDS	INT – PSYCH
Tuition	\$11,450	\$9,565	\$4,980	\$6,980
Books and Supplies	\$275	\$165	\$0	\$0



Application Fee	\$0	\$0	\$0	\$0
Registration Fee	\$150	\$150	\$150	\$150
Lab Fee	\$265	\$265	\$265	\$265
Program Fees	\$4	\$4	\$0	\$0
Technology Fees	\$65	\$65	\$0	\$0
STRF	\$30	\$25	\$12.50	\$17.50
<b>Total Program Costs</b>	<b>\$12,239.00</b>	<b>\$10,230.00</b>	<b>\$5,395.00</b>	<b>\$7,395.00</b>

\*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.

#### Associate of Science in Vocational Nursing (ASVN) & General Education Courses Cost Breakdown

Charge	ASVN (\$520/credit)	Gen Education Course Enroll
Tuition	\$17,160.00	\$17,160.00
Registration Fee	\$150	\$150
Books/Supplies	\$69	\$69
Lab Fee	\$300	\$300
Technology Fee	\$53	\$53
Program Fee	\$4	\$4
STRF	\$45	\$0
<b>Total Fees</b>	<b>\$17,781.00</b>	<b>\$17,736.00</b>

\*\* See the Scholarships section of this catalog for details. BSN Alumni Scholarships will be applied in the final 2 semesters of the BSN program.

<b><i>Cost for Current Period of Enrollment</i></b>	
<b><i>Applies to the Concord, Fremont, San Jose and Sacramento Campuses: Dental Assisting</i></b>	
Period 1	\$9,242.50

Period 2	\$7,375.00
<b>Total</b>	<b>\$16,617.50</b>
<i>Applies to the Concord, Fremont, Hayward, San Jose and South San Francisco Campuses: Medical Assisting</i>	
Period 1	\$7,708.00
Period 2	\$6,669.00
<b>Total</b>	<b>\$14,377.00</b>
<i>Applies to the Concord, Fremont, San Jose and South San Francisco Campuses: Medical Office Administration</i>	
Period 1	\$7,291.00
Period 2	\$6,266.00
<b>Total</b>	<b>\$13,557.00</b>
<i>Applies to the Bakersfield and Sacramento Campuses: Medical Assisting</i>	
Period 1	\$7,185.50
Period 2	\$6,149.00
<b>Total</b>	<b>\$13,334.50</b>
<i>Applies to the Sacramento Campus – Medical Office Administration</i>	
Period 1	\$6,766.00
Period 2	\$5,746.00
<b>Total</b>	<b>\$12,512.00</b>
<i>Applies to the Sacramento Campus: Physical Therapist Assistant</i>	
Period 1	\$7,075.00
Period 2	\$7,036.50
Period 3	\$8,665.50
Period 4	\$9,883.50
Period 5	\$8,619.00
<b>Total</b>	<b>\$41,279.50</b>

***Applies to the Concord, Fremont, Hayward, San Jose and South San Francisco Campuses : Vocational Nursing***

Term 1	\$14,445.00
Term 2	\$12,031.00
Term 3	\$12,031.00
<b>Total</b>	<b>\$38,507.00</b>

***Applies to the Bakersfield and Sacramento Campuses: Vocational Nursing***

Term 1	\$14,144.00
Term 2	\$11,730.00
Term 3	\$11,730.00
<b>Total</b>	<b>\$37,604.00</b>

***Applies to the Bakersfield, Concord, Fremont and Sacramento Campuses: Bachelors of Science in Nursing***

**Charges are based on scheduled credits per Semester**

	<b>BSN – Full</b>	<b>BSN – AP</b>
Semester 1	\$14,364.50	\$25,714.10
Semester 2	\$13,496.00	\$20,394.50
Semester 3	\$15,424.00	\$16,561.40
Semester 4	\$20,062.00	\$16,610.10
Semester 5	\$20,062.00	\$14,054.70
Semester 6	\$16,309.00	\$14,054.70
Semester 7	\$16,263.00	\$0
Semester 8	\$13,761.00	\$0
Semester 9	\$13,761.00	\$0
<b>Total</b>	<b>\$143,502.50</b>	<b>\$107,389.50</b>

<b><i>Applies to the Fremont Campus: Associate of Science in Vocational Nursing</i></b>		
<b>Charges are based on scheduled credits per Semester</b>		
Semester 1	\$7,339.17	
Semester 2	\$6,787.17	
Semester 3	\$3,654.63	
<b>Total</b>	<b>\$18,296.00</b>	

## STUDENT FINANCE POLICIES

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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.

### 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](http://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](mailto: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
- 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](http://www.unitekcollege.edu/disclosures)

## Consumer Information

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

## 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 U.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)

### Private 3rd Party Funding

The school may occasionally partner with 3rd party organizations (such as healthcare facilities, for example) to allow those organizations to provide financial assistance to students who meet the eligibility requirements set by those organizations. Such eligibility requirements are defined and controlled solely by the 3rd party organization.

## FINANCIAL AID

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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](http://www.studentloans.gov)

Exit Counseling Session: [www.nsls.ed.gov](http://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](mailto: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](http://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.

### CANCELLATION POLICY

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1. The student has the right to cancel and obtain a refund of charges paid (as described in the Refund Policy section) 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, 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 and may receive a pro rata refund as described in the Refund Policy section.
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. 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

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In accordance with refund policies set by the Accrediting Commission of Career Schools and Colleges (ACCSC):

- All monies paid by an applicant will be refunded if cancellation occurs within 3 days after signing an enrollment agreement and making an initial payment. Such a refund will occur within 45 days after the notice of cancellation is received.
- If an enrollment is cancelled more than 3 days and up to 7 days after signing an enrollment agreement, the school will refund any money paid by the student, less a registration/administration fee not to exceed \$150.00, and 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) cannot be returned for a refund and/or adjustment, regardless of condition.

### Refunds after Withdrawal (Institutional Refund Calculation)

For Modular Programs: students withdrawing from the school after the cancellation period 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.

For all other programs and courses: students withdrawing from the school after the cancellation period 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.

All programs: Refunds after withdrawal 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 later.
- 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 Program and in the Associate of Science in Vocational Nursing 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 described in the Leave of Absence Policy.

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.

Textbooks and Chromebooks which have been opened (e.g. shrink wrap removed, or removed from their original packaging) cannot be returned for a refund and/or adjustment, regardless of condition.

### 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.nslsds.ed.gov/nslsds\\_SA](http://www.nslsds.ed.gov/nslsds_SA).

### 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 GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

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**

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The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 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.

## SCHOLARSHIPS

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Scholarship amounts are listed in the Tuition & Fees section of this catalog.

### BSN Alumni Scholarship

This scholarship is available to graduates of Unitek College's Vocational Nursing (VN) or Practical Nursing programs, and to graduates of Unitek College's Associate of Science in Vocational Nursing (ASVN) program who enroll in Unitek College's pre-licensure 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 determined by the following calculation resulting in a positive number:

Cost of Attendance – Estimated Financial Assistance – 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 Unitek College's Medical Assisting (MA) program who enroll in the college's Vocational Nursing (VN) program within 12 months of graduating from the MA program. This scholarship is awarded based on financial need & requires the completion of the Free Application for Federal Student Aid (FAFSA). Financial need is determined by the following calculation resulting in a positive number:

Cost of Attendance – Estimated Financial Assistance – 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.

## ADMISSIONS POLICIES

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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 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 at least 17 years of age, and if an applicant is 17 years of age at the time of enrollment, a parent or legal guardian must co-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 self-declare as a U.S. citizen, national or eligible permanent resident of the United States.
- Must 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:

- the applicant has violated, or contributed to the violation of, any of the school's policies

### 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, Master’s Degree or Doctorate obtained from a school with accreditation recognized by the U.S. Department of Education
- A foreign Transcript at the High School, Associates Degree, Bachelor’s Degree, Master’s Degree or Doctorate levels evaluated by a recognized agency to be the equivalent of a U.S. High School Diploma. 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, Validental 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)	<a href="http://www.aice-eval.org/members/">www.aice-eval.org/members/</a> See website for list of approved evaluators
National Association of Credential Evaluation Services (NACES)	<a href="http://www.naces.org">www.naces.org</a> See website for list of approved evaluators
Academic & Credential Records, Evaluation & Verification Services (ACREVS)	<a href="http://www.acrevs.com">www.acrevs.com</a>
AACRAO’s International Education Standards Council (AACRAO IES)	<a href="http://www.aacrao.org/aacrao-solutions/aacrao-international/home">http://www.aacrao.org/aacrao-solutions/aacrao-international/home</a>
Validential	<a href="https://validential.com/">https://validential.com/</a>

**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](http://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 demands of a program are encouraged to speak with their Admissions Advisor or a Program Director. Examples of possible physical demands 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

Courses taught in-person (i.e. not online) utilize an electronic attendance tracking system which requires

that students use a smartphone to log their class attendance. All applicants to programs containing such courses must agree to maintain possession of a personal smartphone while enrolled at the college.

## Chromebooks

### Medical Assisting and Medical Office Administration 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). In the event students do not have access to one of the above, students have the option to purchase a Chromebook from the College.

Chromebooks that have been removed from their original packaging cannot be returned for a refund and/or adjustment, regardless of condition.

## 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.

### Entrance Exam Retakes & Timelines

Unless otherwise stated in the Program-Specific Admissions Policies section, programs requiring an entrance exam for admission follow the following process:

- 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.

### Purchasing Books & Supplies

Please note that for many programs, eBooks are utilized instead of physical textbooks. For programs that require physical books, the college purchases physical books (and supplies as needed) 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 and supplies. Students may opt out of paying for physical textbooks 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. Please note that the option to "opt out" only applies to textbooks. Students may not opt out of paying for other supplies.

Please note that some eBooks come with a perpetual access license, while others have access licenses that expire after a period of time. Students interested in the access period of particular eBooks should discuss this with the school.

## DETERMINING STUDENT LOCATION

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Determining student location is essential to ensure compliance with federal and state regulations. Out-of-State educational activities are subject to the regulations of states and territories within which they occur. Professional licensure requirements also vary by location and disclosures to students are required when a program does not meet the requirements within the student's location.

Student location is determined at time of enrollment and is based on the current address submitted by the student. Student location is used for state authorization purposes and may differ from the student's residence. Subsequent to initial identification, student location will only be updated after a formal receipt of a change of location. Formal receipt is when a student provides notice to a College employee, either verbally or in writing. Students are reminded of their obligation to notify a College employee of relocation in the institution's catalog. Additionally and at a minimum, the College will perform an annual check of the locations for out-of-state students to determine whether updates are needed.

If a student is seeking enrollment for a program in a licensure or certification field and the institution has not made a determination that the curriculum meets the requirements or has determined that the curriculum does not meet the requirements in the state the student is located in, the student receives a direct disclosure during the enrollment process which identifies the following:

- 1) states for which the program's curriculum meets licensure requirements;
- 2) states for which the program's curriculum does not meet licensure requirements; and
- 3) states for which the institution has not yet determined whether the program's curriculum meets licensure requirements.

Additionally, if a student is from a state where the institution has not determined whether the curriculum meets licensing requirement in that state, the student will receive the contact information for the relevant licensing agency for that state. Similar licensure & certification disclosures are included on the school's website. Students who are not located in a state in which a Unitek Learning institution is authorized to enroll distance education students or otherwise exempt from authorization will not be enrolled.

## ONLINE READINESS

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### Online Readiness

The school's online courses 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:

### Hardware

- PC, Mac, or Chromebook that is less than 5 years old (see operating systems below)
- Processor: Intel Pentium or better
- Hard drive: 100 GB or higher
- Free disk space (must be available at all times to support updates): 250 MB
- PC, Mac free RAM (must be available at all times to support updates): 6 GB or more
- Chromebook RAM (must be available at all times to support updates): 4 GB or more
- Monitor Display: A minimum of 1024×768 at 16bit color
- Speakers or headphones
- Microphone
- Webcam

### Software

- Operating Systems: Windows 10 or higher, macOS 10.11 or higher, Chrome 58 or higher
- JavaScript (recommended to enable automatic updates)
- [Adobe Acrobat Reader](#)
- Office 365 productivity tools (Word, PowerPoint, Excel, and Outlook)
- Antivirus software: strongly recommended

### Internet Speeds

- Highspeed internet access (Cable, DSL, or equivalent)
- Ping response less than 100 ms
- Upload speed: 2 Mbps
- Download speed: 10 Mbps

### Browser Settings

- Google Chrome (up to date) is the recommended browser for Canvas and most third-party integrations
  - [Update your Google Chrome](#)
- JavaScript must be enabled
- Font downloads must be enabled

- Pop-ups must be enabled for approved websites that are part of the course design (i.e. Canvas Learning Management System, publisher sites, and more)

Mobile devices may support some, but not all, content. A computer is required.

It is the student's responsibility to maintain current contact information with instructors and the schools' Office of the Registrar.

Students are provided a school-based email account, which needs to be checked frequently since it is required for participation in most components of online education. 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.

### Distance Education & Online Readiness

The school's distance education courses 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:

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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

## PROGRAMMATIC ADMISSION POLICIES

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### ADMISSIONS: ALLIED HEALTH PROGRAMS

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#### Allied Health Diploma Programs

Students enrolling in any Allied Health diploma program will be required to take the “Scholastic Level Exam – Q” (SLE-Q) assessment prior to starting the program. This exam is not an admission requirement, but is used as an early indicator of any academic resources that may be helpful. A passing score is not required for admission / enrollment, but students failing to take the exam prior to starting the program will have their enrollment cancelled.

#### 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
- COVID-19 vaccination (all doses)

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: PHYSICAL THERAPIST ASSISTANT PROGRAM

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\*Admission to the College Physical Therapist Assistant program is limited to a maximum of 34 students per year. The PTA program will accept applicants with a competitive admissions process. Once all criteria are scored, students will be ranked from highest to lowest. The top 34 students will be conditionally accepted in the PTA program until a negative drug screen and acceptable background test are completed. The admissions criteria are as follows:

1. Prospective applicants are required to meet with an Admissions Representative.
2. Document the completion of admission criteria with the minimum achievement levels listed below.
3. Required to speak and write the English language in a clear, concise manner.
4. Prospective students are required to sign an informed consent during the admissions process.

Supplemental Admission Criteria	Points Possible
TEAS exam composite score (1)	30
High school GPA / General Education Development test (GED) or College GPA ( $\geq 12$ hours) (2)	20
<b>Total:</b>	<b>50 points</b>

(1) Please note that the minimum TEAS score is 59%; therefore, a score below 59% will neither be accepted nor ranked.

(2) Please note that the minimum GPA is 2.5, therefore a score below 2.5 will be neither accepted nor ranked.

### TEAS Exam

Passing the TEAS exam is required for admission to the PTA program. TEAS passing scores and exam re-take options are described below.

- **First TEAS Attempt**

To enroll in the program, applicants must attempt the TEAS examination and achieve a minimum composite score of 59%. Scoring above this minimum does not guarantee entry into the program due to the overall admissions process. Applicants scoring below 59.0 may reattempt once within seven days from their first attempt.

Please note that if an applicant has previously taken a TEAS exam, the TEAS exam score is applicable if taken within twenty-four (24) months of the tentative program start date. TEAS exams taken at any authorized ATI-proctored location will be valid for review according to the Admission Requirements.

- **Second TEAS Attempt**

Applicants reattempt on the TEAS must achieve a minimum composite score of 59%. Scoring above this minimum does not guarantee entry into the program due to the overall admissions process.

### Immunizations/Vaccinations

Please see Immunizations/Vaccination section of catalog for a list of immunization requirements.

### Background Check and Drug Screen

In order to comply with clinical or employment requirements, students will be required to undergo a criminal background check and drug screening. Clearance for a student's admission to the PTA program will not be obtained if the background check identifies a felony conviction. A misdemeanor, pending case, or uncompleted deferral/diversion for any crime related to the following in the past ten years may also prevent admittance into the PTA program:

- Misdemeanors for sexually related offenses, drug-related offenses, or
- Misdemeanors for any offense involving moral turpitude

The College maintains the discretion to deny enrollment based on background check results outside of the areas outlined above. A student's inability to obtain criminal background clearance at any time throughout their enrollment may prohibit intern/externship, clinical site placement, program completion, and/or career placement after graduation.

\*Graduation from a physical therapist assistant education program accredited by the Commission of Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave. Suite 100, Alexandria, VA 22305; phone 800-999-2782; [accreditation@apta.org](mailto:accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective October 25th, 2022, the PTA program at Unitek College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org)). If needing to contact the program/institution directly, please call 916-536-7030 or email [bsapeta@unitekcollege.edu](mailto:bsapeta@unitekcollege.edu). Candidate for Accreditation is an accreditation status of affiliation with the

Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

## ADMISSIONS: BACHELOR OF SCIENCE IN NURSING (BSN)

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Applicants to the BSN program may apply for credit granting of any prior coursework per the credit granting policy. In addition to the school's general admissions policies, 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.
5. Background Check attestation of no misdemeanor or felony conviction.

### Background Check Attestation

Attestation of no misdemeanor or felony conviction, with the understanding that a Criminal Background Check deemed to be "clear" will be initiated no later than the first day of core RN courses in the program. A clear criminal background check is required to attend core clinical courses. Students failing to obtain a clear criminal background check may be terminated from the program.

### Ranking

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 <sup>1</sup>	40
High school GPA / General Education Development test (GED) <sup>2</sup>	30
Program interview	10
Recommendation letters	6
Academic or relevant work / volunteer experience	6
Life experience or special circumstances	6



Proficiency and/or advanced level coursework in languages other than English	2
<b>Total Points</b>	<b>100</b>

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 (RN) 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 may apply for the Advanced Placement (AP) option, which includes a credit granting application for the PN or VN license.

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. Test of Essential Academic Skills (TEAS), with a minimum score of 58.7%, taken within 24 months prior to enrollment in the BSN program. A score on or above this minimum does not guarantee entry into the program, due to the overall admissions ranking point system described below.
9. General education courses successfully completed at another accredited institution, and with comparable content, may be evaluated for credit.

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 <sup>1</sup>	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
<b>Total Points</b>	<b>100</b>

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.

### 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 total.
- Program Director approval is required prior to readmission.
- Students cannot repeat a course until payment has been received.
- 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.

### State Regulatory Reminder

Note: In accordance with Regulation 480 of the California 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.

## ADMISSIONS: ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING (ASVN)

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### 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: VOCATIONAL NURSING PREREQUISITE COURSE (VN PRQ)

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In addition to the school's General Admissions Policies, the following criteria must be met for admission to the Vocational Nursing Prerequisite Course:

1. A score of at least 17 on the "Scholastic Level Exam - Q" (SLE-Q)
2. Payment of all applicable fees and tuition due prior to starting the course
3. Attestation of no misdemeanor or felony conviction.

Please note that students applying to the Vocational Nursing program must have a clear criminal background check to begin the Vocational Nursing program. Additionally, students taking the PRQ course must interview with the VN Program Director (or designee). This interview must be completed no later than the end of the first week of the PRQ course. Students not passing the interview will have their PRQ enrollment cancelled and receive a refund of fees paid for the course.

## ADMISSIONS: VOCATIONAL NURSING PROGRAM

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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. Age requirement: 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%.

While not required for admission to the program, a current and valid CPR for Healthcare Providers certification is required to begin clinical instruction in the program.

*\* In rare cases, the completion of a background check may be delayed after its timely submission to the relevant agency, through no fault of the student or the school. In such cases the school may choose to admit the student whose background check is delayed based on the understanding that the agency is continuing to process the request. Such students understand, through written acknowledgment, that their enrollment will be cancelled or withdrawn if the background check is returned without being deemed "clear".*

### Continuing Enrollment

While not required for admission to the program, a physical examination including immunizations and TB testing, must be completed within 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.

**Health Assessment by School's Third-Party Service:** The institution will provide health assessment services through a licensed healthcare professional. A Health Assessment fee will be applied to a student's ledger should they choose to utilize this service.

**Opting Out:** Student's may opt out of this service by completing the Health Assessment Opt Out form and submit to the school's Program Director or designated staff member no later than the end of Week 2 of the VN Program. Once this form has been validated and accepted by the appropriate departments, students are responsible for meeting all health assessment requirements and associated fees will be removed from the student's ledger.

1. Students must upload all required documentation into COMPLIO no later than the end of Week 2 of the VN Program. Incomplete documentation or late submittals will result in the student participating in the school's third-party Health Assessment program.
2. Students will inform the school's Program Director or designated staff member of opting out.
3. Vaccination boosters as a result of the titers/screenings: submit required booster documentation into COMPLIO by the end of Week 7.

Note: You may inquire about the minimum health assessment requirements through the school's Program Director or designated staff member.

## **IMMUNIZATIONS / VACCINATIONS**

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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 your 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
- 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)
- COVID-19 vaccination (all doses)
- 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.

## BACKGROUND CHECKS & DRUG SCREENING

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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” unless the 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 or the student withdrawn, and the student may be responsible for charges incurred up to their 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 the College, a clinical facility, employer, or externship site. Failure to pass any background check or drug screen requested by the College, a clinical facility, employer, or externship site may prevent a student from going to that Externship or Clinical Site, may put their program completion at risk, and/or may be grounds for termination from the program. 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 Programs

The cost of one criminal background check is included in the total tuition of these programs, but students in pre-licensure nursing programs must pay for any additional criminal background check(s) that may be required by a State Board of Nursing, clinical site, or employer.

## Dental Assisting

While a background check is not required for admission to the Dental Assisting program, a background check will be initiated on a student's first day of class in the program in order to best prepare for one or both of the following possible situations:

1. an externship site may require a clear background check prior to a student beginning training there,
2. the Dental Board may prevent a graduate without a clear background check from sitting for the relevant license exam. This can be difficult to predict in some cases, since the board reviews each incident on a case-by-case basis.

Students with background check results not deemed to be "clear" will receive advising from the Dental Assisting Program Director or Instructor about the possible ramifications of the background check and decisions available to the student (which may include the student cancelling or withdrawal of their enrollment in the program).

## ACADEMIC POLICIES

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### CREDIT FOR PRIOR EDUCATION

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All applicants to the college are eligible to apply for credit granting. Applicants wishing to have their prior education assessed for credit granting must document their prior education and training, including military training, traditional coursework and vocational training during the enrollment process, all requests must be received on or before the official start date of the program. Upon receipt of official transcripts credit will be granted, as appropriate. For veterans and military students, evaluations will occur in accordance with 38 CFR 21.4253(d)(3).

Veterans seeking to use the GI Bill® (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA) can obtain more information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill> ).

Students who request to transfer credits from previously attended institutions should submit official transcripts to the Registrar's Office via electronic submission, or sealed official transcripts to the campus designee, prior to first day of class. To be considered official, transcripts must be sent from the originating institution to the Registrar or campus-based designee. If students are unable to submit transcripts or transcripts are unavailable, students may be enrolled for a period of one term/semester through the submission of unofficial transcripts, submitted no later than four days after the start of a student's first term/semester. Students failing to submit official transcripts prior to the final day of the first term/semester may be denied transfer credit for prior courses. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes. Please note that course schedules which are based on an unofficial transcript are subject to change if information contained in the official transcript differs from the unofficial transcript.

The college does not evaluate credit based on prior learning experience including, but not limited to, life or work experience.

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.

### 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.

### 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.

### Maximum Transfer Credits

- **Medical Assisting Program:**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.
- **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).

**Medical Assisting 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.

**Practical Nursing 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 (BSN) Program:

- 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

Medical Assisting 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 and 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

### Recency Rules

For purposes of this section, a “calendar year gap” is defined as the whole-number difference between the calendar years of 2 events. For example, the “calendar year gap” between Dec 31, 2020 and Jan 1, 2021 is 1 year, while the “calendar year gap” between Jan 1, 2021 and Dec 31, 2021 is zero years.

All biology & science courses must have been completed within a “5 calendar year gap” counting backwards from the year 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 have been completed within a “3 calendar year gap” counting backwards from 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.

### CLEP/International Credits

Students may transfer credits via CLEP examination. Nationally recognized college-equivalency examinations: Successful completion of College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), or National League for Nursing (NLN) Achievement Tests. For international students, official transcript translation (if applicable) and evaluation from a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES)

Below is the process for CLEP examinations:

1. Students must request an official copy of their result report be sent to the Registrar by the CollegeBoard.
2. At no time will a score less than 50 be accepted for any exam.
3. Only 2 attempts allowed.
4. GPA calculations will be based on the score level recommendation. For example, a score of 55 will receive a C-Level recommendation.

The following CLEP Examinations are considered for credit by the school:

Exam Title	B-Level Recommendations	C-Level Recommendations
College Composition	59	50
Introductory Psychology	59	50
Human Growth & Development	59	50
Introductory Sociology	59	50
Calculus	64	50
College Algebra	63	50

## TRANSFERABILITY OF HOURS/CREDENTIALS EARNED

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The transferability of credits or credentials 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 school 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.

## ACADEMICS: GRADING

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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 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
Pass	P	*
Non-Pass	NP	*
Withdrawal	W	*

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:  $CGPA = (4.0 + 4.0 + 2.0) / 3 = 10/3 = 3.33$

Note: \* Not computed in GPA

### Vocational Nursing Diploma Program

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

### Physical Therapist Assistant

Letter Grade	Percentage Points	Grade Value
A	94-100	4.00
A-	90-93.99	3.70
B+	87-89.99	3.30
B	84-86.99	3.00
B-	80-83.99	2.70
C+	77-79.99	2.30
C	75-76.99	2.00
C-	70-74.99	1.70
D+	67-69.99	1.30
D	64-66.99	1.00
D-	60-63.99	0.70
F	0-59.99	0.00
W	Withdrawal	—
TC	Transfer Credit	—
NS	Grade Not Submitted	—
AC	Audit Course	—
RW	Retake Withdrawal	—
R	Repeat Course	—
P	Pass	—
NP	Non-Pass	—

Students are required to achieve a grade of “C” (75%) to pass all core classes. A grade of less than “C” (75%) in any core course is considered unsatisfactory, and the course must be repeated.

## PHYSICAL THERAPIST ASSISTANT

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(Offered at Sacramento)

**Credential Awarded: Occupational Associate of Science**

**Program Overview**

This program prepares students with the knowledge, psychomotor and affective skills to become a physical therapist assistant. The physical therapist assistant is a technically educated health care provider who assists the physical therapist in the provision of physical therapy. A physical therapist assistant helps patients who are recovering from injuries and illnesses, regain movement and manage pain. PTAs assist in the treatment of individuals of all ages who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health agencies, schools, rehabilitation centers, and nursing homes. The physical therapist assistant may perform procedures and related tasks that have been selected and delegated by the supervising physical therapist to include therapeutic exercises, mobility training, application of bio-physical agents, therapeutic techniques such as soft tissue massage, and data collection under the supervision of the physical therapist. To further investigate the role of the physical therapist assistant, contact the American Physical Therapy Association at [www.apta.org](http://www.apta.org). Upon successful completion of the program, you will receive an Occupational Associate of Science and will be eligible to apply for the National Physical Therapy Examination for the physical therapist assistant.

### Educational Objectives & Corresponding Occupation

Students are prepared for entry level employment as Physical Therapist Assistants (SOC code 31-2021.00) and:

- Provide entry-level care to patients receiving physical therapy as directed by the supervising physical therapists
- Communicate in an effective manner with all educational activities
- Participate in service activities for the College and/or the greater Sacramento community
- Adapt to unexpected changes in the simulated and actual clinical environment
- Graduates will exhibit professional development behaviors within their first year of employment
- Graduates will display professionalism and a good work ethic

### Courses and Hours

The College offers a five-semester program of technical and general education courses totaling 69 credit hours. In addition to on campus classes, students are scheduled for 680 hours of clinical practice in the final two semesters. Courses include out-of-class work such as reading and writing assignments, library research, practice and practical application assignments, and projects.

General Education Courses					
Course Code	Course Name	Credit Hours	Didactic Hours	Lab Hours	Externship/Clinical Hours



BIO200	Anatomy and Physiology I	3	45	0	0
BIO200L	Anatomy and Physiology I Lab	1	0	30	0
BIO215	Anatomy and Physiology II	3	45	0	0
BIO215L	Anatomy and Physiology II Lab	1	0	30	0
ENG100	English Composition	3	45	0	0
ENG115	Public Speaking	3	45	0	0
PSY115	Lifespan Development	3	45	0	0
<b>Total General Education Credits:</b>		17	0	0	0
<b>Core Courses</b>					
Course Code	Course Name	Credit Hours	Didactic Hours	Lab Hours	Externship/Clinical Hours
PHT 101	Introduction to Physical Therapy	3	45	0	0
PHT 122	Health, Disease & Disability	2	30	0	0
PHT 124	Applied Kinesiology	4	30	45	0
PHT 130	PTA Seminar I	1	15	0	0
PHT 131	Pharmacology	1	15	0	0
PHT 132	Therapeutic Procedures I	4	30	45	0
PHT 134	Therapeutic Exercise	4	30	45	0
PHT 136	Modalities	4	30	45	0

PHT 240	PTA Seminar II	1	15	0	0
PHT 241	Clinical Affiliation I	3	0	0	120
PHT 242	Therapeutic Procedures II	4	30	45	0
PHT 244	Applied Orthopedics	4	30	45	0
PHT 246	Applied Neurology	4	30	45	0
PHT 250	PTA Capstone	1	15	0	0
PHT 252	Clinical Affiliation II	6	0	0	280
PHT 253	Clinical Affiliation III	6	0	0	280
<b>Overall Program Credits</b>		<b>69</b>			

### Course Progression:

1. Required academic grades for progression are as follows:  
Students are required to maintain a 70% average and earn a final grade of “C” or higher in order to successfully pass each PTA core course.
2. If the student fails to receive a grade of “C” or better in any PTA or general education course in a semester, he/she will not be allowed to progress in the program.
3. Students must maintain a 2.8 GPA for each semester. Failure to do so will result in academic probation.
4. Clinical education courses must be passed with a grade of “C” or better. Students should refer to the Clinical Education Handbook or course syllabi for specific information on clinical education course requirements.
5. The program expects each student to behave in a professional manner while in the program. Students in the PTA Program must demonstrate appropriate behaviors according to the PTA Program’s Professional Behaviors. Failure to do so may result in
  1. a need for additional coursework,
  2. additional clinical time,
  3. a delay in progression in the program, and/or
  4. dismissal from the PTA program
6. Comprehensive Exam: The PTA Program requires that students achieve a 600 in order to meet graduation requirements. During the 5th semester, students will take a comprehensive examination that is consistent with the content one would expect on the national licensure examination. If the student does not pass the comprehensive examination during the 5th semester, they will be allowed

two re-takes in order to achieve a passing score before graduation. Study strategies from the licensure review course will be employed prior to the second and/or third attempt. If the student is unable to pass the examination on the third attempt, the student will be dismissed from the program. If the student wishes to re-enter the program, they will be required to apply for re-entry and to re-take any coursework, including clinical affiliations, deemed necessary by the PTA Program

## ATTENDANCE POLICY

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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 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 Diploma 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)

Students 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 within the first 7 calendar days after the program or course start date.

Students beginning a diploma or degree 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 within the first 7 calendar days after the program or course start date, 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.

Students beginning an online asynchronous avocational or continuing education course (such as the VN PRQ or PN PRQ course) will have their program enrollment cancelled or be withdrawn if they do not participate via Substantial Interaction in the course within the first 3 calendar days after the program start date.

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 taking an online asynchronous course as part of a diploma or degree program who fails to attend at least 1 day of class during any 14 consecutive calendar days of the course will be administratively withdrawn from the course and associated program.

A student taking a stand-alone online asynchronous avocational course (such as the VN PRQ or PN PRQ course) who fails to attend at least 1 day of class during any 5 consecutive calendar days of the 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
- substantial 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

## LATE SUBMISSION AND EXTENSION POLICY: GENERAL EDUCATION

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Unitek Learning understands students may experience illness or other extenuating circumstances that could impact their ability to complete work in online courses. Unitek Learning encourages faculty to approach late work from a perspective of empathy and understanding. Unitek Learning understands that adult students have many demands, including work and family and, although academic goals must be a top priority for students, faculty are encouraged to provide reasonable accommodations for students requesting extensions.

### Documented & Undocumented Extenuating Circumstances

When possible, all extenuating circumstances should be communicated in advance and/or as quickly as possible.

#### Documented Extenuating Circumstance (3 Days or Longer)

A documented extenuating circumstance may include, but is not limited to:

- Natural disasters, particularly those that lead to the loss of power/internet connection at the time of the assignment deadline
- Medical reasons affecting a student or member of the student's immediate family
- Military service requirements
- Jury duty
- Family tragedy, for example, death in the immediate family
- Other extenuating circumstances as deemed appropriate by the Program Director/Academic Dean/Director of Education and Corporate Compliance

#### Undocumented Extenuating Circumstances (3 Days or Less)

An undocumented extenuating circumstance may include, but is not limited to:

- Short-term illness of the student or student's child of 3 days or less
- Natural disasters such as fires and storms affecting internet connection, loss of homestead, and mandatory evacuation
- Emergency situations such as Covid 19 and quarantine
- Canvas/Course issues such as broken links, assignment, and quiz issues

### Treatment of Late Assignments

#### Documented Extenuating Circumstances Lasting Greater Than 3 Days

A student may submit work after the due date and receive credit for assignments and quizzes if the student provides documentation supporting the extenuating circumstance directly to the instructor/program

director.

If the extension is granted by the program director, students will not receive a deduction of points for work submitted during the extenuating circumstance timeframe agreed upon between the program director, instructor, and student.

### Documented Extenuating Circumstances Lasting 3 Days or Less

A student may submit work after the due date and receive credit for assignments and quizzes if the student provides documentation supporting the extenuating circumstance directly to the instructor.

If the extension is granted by the instructor, students will not receive a deduction of points for work submitted during the extenuating circumstance timeframe agreed upon between the instructor and student.

### Late Assignment with Undocumented Extenuating Circumstance Lasting 3 Days or Less

Late quizzes, exams, and discussions are not accepted unless there was an extension granted by the instructor prior to the due date. This section applies to assignments only.

Students may submit assignments after the due date and may receive a point deduction per the late submission standard. It is the student's responsibility to communicate with the instructor about the late submission. In some cases, students with extenuating circumstances will be allowed an extension for up to 3 days by the instructor. It is in the instructor's discretion, with such discretion applied by the instructor consistently across all students enrolled in their sections and consistently among all their sections of the same course, whether to accept late work.

Circumstances where extensions have not been granted may result in grade reductions at the discretion of the instructor and/or program director. If the student does not receive an approved extension, late work will be accepted for up to a maximum of 5 days. Students may receive a deduction of up to 5% per day, with a maximum of 25% reduction from the grade earned prior to the application of the late policy (i.e. 25% off of the final grade given based on the merit of the assignment).

**No extensions will be granted past the last day of the course.**

### Late Submissions Before the Course (Term) End Date

**Discussions:** Late discussions will not be accepted unless an extension has been discussed and agreed upon.

**Quizzes and Exams:** Requests for quiz and exam extensions prior to the end of the term will follow the policy as outlined above. Final exam extensions will require program director approval and will result in an incomplete grade before the course term end date. For longer extensions on Final Exams, students would need to request an incomplete grade.

### Definitions

**Late Submission:** allowing students to submit work past the assignment due date and before the course end date without an excuse and with a point deduction.

**Extension:** allowing students to submit work past the assignment due date and before the course end date with an excuse and without a point deduction.

## RESUBMISSION POLICY: GENERAL EDUCATION

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Unitek Learning is committed to helping every student achieve their educational goals. We work to provide a positive and engaging learning environment that considers the need for additional opportunities to master new skills.

This policy allows students to resubmit any general education course assignment after receiving tutoring services and making substantial improvements to the assignment based on the tutoring services received (except for assignments due the last week of class). The process must be student-driven and must fall within the stated timelines.

Remediation services must fall under the approved categories and must be documented so that the instructor is able to see details about the type of services received. Additionally, students must submit the proof of remediation services with the revised assignment in the Canvas Learning Management System. This policy only applies to general education courses as identified in the college catalog for the student's program of study.

### Procedures and Responsible Parties

The following student and instructor responsibilities detail the specific actions that must be taken to support this policy.

#### Student Responsibilities

- The student is responsible for initiating the request for resubmission.
- Once a grade has been posted for an assignment (not including quizzes, exams, or discussions) a student will have 5 days to do the following:
  - Obtain remediation related to the assignment, topic, or instructor feedback.
  - Revise the assignment based on the remediation received (revisions must be substantial enough to be evident to the instructor).
  - Submit proof that remediation was conducted or completed within the allotted timeframe along with the revised assignment to the Canvas LMS.
- Remediation may include the following:
  - Brainfuse tutoring or writing lab services.
  - Unitek Learning writing lab services.
  - Unitek Learning math lab services.
  - Tutoring from a faculty member who teaches the subject within the Unitek Learning family of colleges.
- Proof of remediation may include the following:
  - Direct instruction from the faculty member teaching the class with notes added into the Canvas gradebook.
  - Email receipt(s) from the Unitek Learning writing lab or math lab with a summary of the tutoring services provided and amount of time spent in tutoring.
  - Downloaded receipt(s) documenting participation in Brainfuse tutoring or writing lab services.



- **No assignment resubmissions will be accepted past the final day of the course.**

### **Instructor Responsibilities**

1. The instructor will regrade the student's resubmission within 7 days of when it was received, except at the end of the course, which requires regrading before final grades are due.
  1. Any assignments that must be regraded before final grades are due at the end of the course will be returned to students before final grades are due.
  2. Instructors are not required to accept any resubmissions past the final course deadline for all assignments.
2. Offer to provide tutoring services to the student or offer additional opportunities for tutoring including the Unitek Learning writing lab, math lab, or Brainfuse tutoring services.
3. Collect proof of the tutoring services received along with the resubmitted assignment.
4. Note: there is no additional deduction on the assignment; the purpose of the policy is to partner with students on their success and improvements throughout the course of their studies.

### **Definitions**

Remediation is defined as any one or more of the following. Anything that falls outside of the list below will not be accepted.

- Brainfuse tutoring or writing lab services.
- Unitek Learning writing lab services.
- Unitek Learning math lab services.
- Tutoring from a faculty member who teaches the subject within the Unitek Learning family of colleges.

Proof of remediation is defined as any one or more of the following. Anything that falls outside of the list below will not be accepted.

- Direct instruction from the faculty member teaching the class with notes added into the Canvas gradebook.
- Email receipt(s) from the Unitek Learning writing lab or math lab with a summary of the tutoring services provided and amount of time spent in tutoring.
- Downloaded receipt(s) documenting participation in Brainfuse tutoring or writing lab services.

General Education Courses are defined as those specifically identified as general education for the program of study within the college catalog.

## **EXTERNSHIPS & CLINICAL TRAINING**

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### **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 student 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

## ACADEMICS: HONORS PROGRAM

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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.

## DISMISSAL, WITHDRAWAL & READMISSION

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### 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.

## **ACADEMICS: SATISFACTORY ACADEMIC PROGRESS**

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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), 2.8 (equivalent to 75%) in the Physical Therapist Assistant Program 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 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:** For Medical Assisting, Dental Assisting & Medical Office Administration, SAP is evaluated at the end of the 5<sup>th</sup> module & upon graduation. SAP is reviewed for academic progress advising

at end of the 3<sup>rd</sup> 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, the Occupational Associate of Science in Physical Therapist Assistant, and the Associate of Science in Vocational Nursing program all evaluate SAP at the end of each semester.

## LEAVE OF ABSENCE (LOA) POLICY

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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

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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.

## ACADEMICS: STUDENT GOVERNANCE

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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 Affair 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 1<sup>st</sup> and 3<sup>rd</sup> 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.

## STUDENT SERVICES

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### 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.

## Student Services Advising

Every student is supported by a Student Services Advisor who specializes in their program of study. Student Services Advisors are available by phone, email, video chat and text to support students from the moment they enroll through their graduation.

Student Services Advisors can help students in a variety of areas including time management skills, study skills, test taking skills, understanding school policy and procedure, locating available resources at the campus, connecting students with faculty and other campus staff, and locating available resources outside of the institution that supports their success in school.

Student Services can be reached by calling the toll-free number 1-888-979-4474 or by emailing [studentservices@unitek.com](mailto:studentservices@unitek.com)

## CAREER SERVICES

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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.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

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### **STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY**

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As a member of the College community, it is your responsibility to understand and adhere to the codes and policies that govern acceptable student behavior.

Students who engage in unacceptable conduct are subject to sanctions up to and including dismissal from school and/or prosecution.

#### [Disciplinary Actions for Violations of the Student Code of Conduct and Academic Integrity](#)

A student may be withdrawn while the college investigates or cooperates with an 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 and expulsion from the school.

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

Violations of the Student Code of Conduct and Academic Integrity can result in disciplinary measures up to and including termination. Decisions of disciplinary actions not previously outlined are made by the College Leadership team. Decisions are based upon the severity and frequency of violations.

### **STUDENT CODE OF CONDUCT**

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Professional and academic conduct is behavior that reflects favorably on the student, the college, and the profession for which the student is training.

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. N

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.

## **BEHAVIORAL MISCONDUCT**

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The College expects students to adhere to behavioral standards that support an environment that is conducive to learning. All students are expected to 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.

The following list of behavioral misconduct is not inclusive of all behaviors that can lead to disciplinary action under the Student Code of Conduct. It is at the discretion of faculty or Program Director to identify and determine behaviors disruptive to the on-line or classroom learning environment

- Disruption of the learning environment
  - Verbal and physical altercations
  - Threats of violence and intimidation
  - Bullying, harassment, and threats
  - Inappropriate on-camera behavior (includes but is not limited to driving, completing personal tasks, and distracting or disruptive environment)
- Theft, Property damage
- Sexual harassment, Discrimination, Retaliation
- Possession of weapons or illegal drugs
- Using or being under the influence of illegal drugs or alcohol on school property, college events or when participating in any college connected activity\*
- Any action that violates state/federal law or the policies of an externship or clinical facility
- Falsification of documents and/or knowingly providing false information to the institution
- Inappropriate on-camera behavior (driving, completing personal tasks)
- Failure of a required drug screen or health screen.

\*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.

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

## **BULLYING & HARASSMENT**

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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.

## **STUDENT NON-FRATERNIZATION POLICY**

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This policy is intended to avoid conflicts of interest between students and employees; reduce favoritism or even the appearance of favoritism; prevent personal conflicts from affecting the learning environment; and decrease the likelihood of sexual harassment and/or gender discrimination in the workplace.

The relationship between Unitek Learning employees and students should be one of professional cooperation and respect. It is imperative that students and employees maintain the boundaries between their professional and personal lives. All employees and students have a responsibility to conduct themselves with dignity and propriety, in a manner that will maintain an atmosphere conducive to learning and free from the perception of preferential treatment. In addition, employees and students must not conduct themselves in a manner which reflects negatively on Unitek Learning and its Colleges.

Employees are permitted to engage in pleasant and polite conversation with students, related to their course of study and their motivations and obstacles in pursuing their education. However, the potential for the appearance of an improper relationship increases when these conversations become frequent and stray from topics related directly to the student's education.

It is Unitek Learning policy to prohibit any type of close non-academic relationship between a college employee and an active or prospective student that may reasonably be perceived as unprofessional, including, but not limited to, the perception of a romantic relationship. College employees shall not entertain students, socialize with students, give or receive transportation, or spend an excess amount of time with students in such a manner as to reasonably create the impression to their family, staff, other students, or the public that an unprofessional relationship exists.

It is also Unitek Learning policy to prohibit any type of sexual relationship, sexual contact, or sexually nuanced behavior between a college employee and an active or prospective student without regard to the student's age. This includes internet chat rooms, social media sites, cell phones, and all other forms of electronic or other types of communication. This prohibition applies to all employees and students regardless of gender. It also applies regardless of whether the student or the college employee initiated the sexual behavior, and whether the student consents to the sexual behavior and/or reciprocates the attention.

If an employee shows interest in socializing beyond the professional limit, the student should politely and promptly decline this interaction, and report the situation to their Program Director, Academic Dean or Campus Director.

Employees and students or prospective students with pre-existing relationships should disclose the relationship to the employee's immediate supervisor and to the Director of Admissions before the student is enrolled. The Program Director/Academic Dean will determine how to proceed to maintain academic integrity.

Failure to comply with this policy will result in disciplinary action for students and/or employees, up to and including termination.

## **RULES GOVERNING CLASSROOMS/LABS**

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When students are in class or in a lab setting, electronic devices may not be used without the express consent of the instructor. These devices must be turned off or put on silent or vibration mode, as applicable. Text messaging is not permitted in class or in a lab setting without the expressed consent of the instructor.

When students are in a lab setting, no food or drinks are allowed. Food and drinks are never allowed in a "patient contact" or computer lab area. Food and drinks in a didactic class setting may be allowed as long as it is not an offensive odor to the rest of the class. Items should be limited to small items, such as a sandwich or other quick items that can be consumed without disturbing the learning environment. Drinks must have a lid that is secure and prevents spills.

Children are not to accompany students to classrooms or labs. In addition, children may not be left unattended on the campus or the campus grounds, if you have issues with childcare needs that may disrupt your ability to attend class please notify your instructor, so we can help on finding a solution.

## **BREAKS**

During breaks students must abide by the rules and regulations of both the State and the college , which include but are not limited to the following:

- Breaks should be limited to designated locations on campus
- Any visitor to the campus must check in with the front desk administrator
- The school is not responsible for any personal items.

## DRESS CODE

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This dress code applies to students on campus, at externship sites, or at clinical facilities. Students are considered to be on campus while on college property, including parking & social areas. Students must wear the uniform designated by the College for their enrolled program, which is consistent with the type of apparel required in the field. If no uniform is assigned, students are expected to dress in a neat, clean, & professional manner (i.e. “business casual”).

Violation of the dress code may result in grade reduction, probation, or dismissal from class resulting in the student being marked absent for the day. Absences can result in termination from a program or course due to failure to satisfy the attendance policies of the program or course.

**Uniforms:** Students in programs which assign uniforms/scrubs or which otherwise specify student apparel must wear the assigned/specified apparel at all times for all events on campus. All apparel must be clean & in good repair. Pants must be hemmed so they do not touch the floor. Cuffing of pants or cutting on the side is not permitted.

**Outerwear:** A solid-colored (white, blue, black, or gray), non-logo jacket or sweater may be worn. Although outerwear may be hooded, hoods may not be pulled up. **Head Covering:** Decorative headwear such as caps, bandanas, hoods, or hats are not permitted. Headwear is only approved for documented religious beliefs.

**Shoes:** White, black, or brown shoes, leather/leather like material are permitted without logos & decorations. Canvas, sandals, open-toed or open-heeled shoes, clogs, & flip-flops are unacceptable. Socks or stockings are to be worn at all times & are to cover the ankle. Socks/stockings should be white or neutral in color.

**Underwear:** Should not be visible. White t-shirts/undershirts may be worn with scrub tops but must be tucked in & not hang below the hem of the scrub top. Knitted thermal garments are not acceptable for wear at the clinical site.

**Hair/Nails:** Hair should have a professional appearance and be clean and short or, if long, restrained so as not to fall forward into the individual’s face or the work/patient space. Hair colored out of human hair color ranges is not permitted. (Examples: blue, orange, green, extreme red, etc.) Beards and/or mustaches must be neat. Nails must be clean & trimmed close to the fingertips (approx. ¼ inch past fingertips). Artificial nails of any type and nail polish (other than clear) are not permitted for safety/health reasons per Center for Disease Control (CDC) guidelines. Artificial eyelashes are not permitted for safety/health reasons and per facility policy.

Please note: All pre licensure BSN students must pass a ‘mask-fit test’, which might require shaving of facial hair.

**Jewelry:** Only a minimum amount of jewelry should be worn. One small, single earring (stud or dime- sized loop) may be worn in each ear lobe. Jewelry other than a wedding band & wristwatch is not permitted, including bracelets of any style. Fingernail, facial, tongue & nose jewelry are unacceptable. Body piercing jewelry cannot be visible, e.g. tongue, eyebrow, nose, lip jewelry/studs. Necklaces are not permitted. Religious articles worn as necklaces’ are not permitted unless a = high neck undergarment covers them. Please note: Infection Control Policies at individual clinical facilities may prohibit the use of ANY jewelry.

**Tattoos:** Tattoos must be completely covered at all times on campus & at externship / clinical sites.

**Fragrance:** Perfumes, colognes, perfumed lotions, & body odors (including smoking) are not permitted in the classroom, clinical sites or skills lab. This is a strict no scent policy due to the high incidence of reactive airway disease & allergies.

**ID:** Photo identification badges provided by the school are required at all times on campus & at the clinical site. Badges must be clean, in very good condition & free of any decorative items.

## **DRUG & ALCOHOL FREE ENVIRONMENT**

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### **Drug-Free Schools Policy**

The use of illicit drugs and abuse of alcohol are dangerous to students, associates, and the general welfare of the College. The College maintains a drug and alcohol-free environment and considers the dangers of drug and alcohol abuse a serious concern.

Students may be subject to drug and/or alcohol screening at any time if requested by the College, a clinical facility, employer, or externship site due to reasonable suspicion. A positive drug or alcohol screening will, in most circumstances, result in immediate termination from the program, and the student will be financially responsible for the testing cost and all tuition costs incurred up through the last day of attendance.

The Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) requires institutions receiving federal financial assistance to implement and enforce drug prevention programs and policies.

Standards of Conduct: As a matter of policy, the College prohibits the manufacture and unlawful possession, use, or distribution of illicit drugs and alcohol by students and associates on its property and at any school activity.

Sanctions: Any violation of this policy will result in appropriate disciplinary actions, up to and including expulsion (in the case of students) and termination (in the case of associates), even for a first offense. Where it is apparent that a violation of the law has occurred, the appropriate law enforcement authorities may be notified. Legal sanctions, health risks of drug and alcohol abuse, as well as drug and alcohol counseling information and resources are detailed in the complete Drug-Free Schools Policy available from the Academics department or any College associate.

As a Federal Title IV approved school under the United States Department of Education, we must adhere to all Federal Laws. The use of marijuana is illegal by Federal Law and students found positive will be terminated, 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.

## **SMOKING & TOBACCO FREE ENVIRONMENT**

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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.

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, unless otherwise designated. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit.

“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 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.

#### 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](http://www.californiasmokershelpline.org), or the Nevada Tobacco Quitline at 1-800-QUIT-NOW (800-784-8669) or [www.nevadatobaccoquitline.com](http://www.nevadatobaccoquitline.com).

## **ACADEMIC INTEGRITY**

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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.

## **VIOLATIONS OF ACADEMIC INTEGRITY**

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Violations of Academic Integrity include but are not limited to the following:

- Plagiarism – intentional or unintentional
  - Purchasing materials or papers
  - Reproduction of another’s work
  - Failure to quote or cite
  - Self-plagiarism/dove- tailing
- Cheating
  - Submitting work completed by another party
  - Completing work for another student
  - Purchasing materials or papers for submission
  - Selling course materials
  - Distributing course materials (test answers, completed assignments)
  - Collusion

### Consequences of Academic Dishonesty

The consequences of any of the actions above or similar actions deemed as plagiarism include being given a grade of zero for the exam or assignment in which the infraction occurred, and counseling by the course faculty member. If a student commits a second act of academic dishonesty, they 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 supervisor.

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 dismissal 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 their dismissal/withdrawal from the College for academic dishonesty by following the grievance and appeals policy detailed in the catalog.

## PLAGIARISM POLICY

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### Examples of Academic Dishonesty

Forms of academic dishonesty include but are not limited to (refer to the appendix for definitions of key terms):

- Academic dishonesty through deliberate or unintentional plagiarism
- Self-plagiarism
- Cheating on an examination or assignment
- Distributing copies of examinations

- Video or audio recording of examination information
- Taking screenshots or documenting exam questions and answers, assignments, and/or answer sheets in any way with the express purpose of sharing the information with other students
- Passing off anyone else's work as one's own
- Aiding one or more students in the completion of any of the above acts or any other act that violates the *Student Code of Conduct*
- Sharing student log in and password to intentionally compromise the integrity of student identity

## 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. Self-plagiarism is included in this rule. 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.

Violations of the 80/20 rule can be separate into 2 parts.

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 it 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 student's work written in their own words. 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 without correct citations.** This is considered obvious plagiarism or similar act of academic dishonesty, as it is passing off another's work as one's own. 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.

## Appendix – Definitions

- **Plagiarism:** The use of one's own or another's ideas, programs, or words without proper acknowledgment.
  - **Deliberate plagiarism** focuses on the issue of intent. If a student deliberately claims 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.
  - **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.
  - **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 are subject to the plagiarism policy and procedures.

- **Collusion:** The improper collaboration with another in, but not limited to preparing assignments, computer programs or in taking examinations.
- **Cheating:** Giving improper aid to another, receiving such aid from another, or from some other source.
- **Falsifying:** The fabrication, misrepresentation or alternation of citations, written products, experimental data, laboratory data or data derived from other empirical methods.
- **Copyright:** The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same.
- **Student Code of Conduct:** The Student Code of Conduct sets the standards of conduct expected of students. It holds individuals and groups responsible for the consequences of their actions. Failure to fulfill these responsibilities may result in disciplinary actions or withdrawal from the program. The Student Code of Conduct is available in the college catalog.

## **COPYRIGHT POLICY**

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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](http://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.

## **POLICY ON 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 groups of students, ( e.g., 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.

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

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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 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 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 the College decides not to amend the record as requested, the College 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. the College 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 the 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 the 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 the College.

Under FERPA, the 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.
1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. 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
  2. **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, the College may release Directory Information about its students. The following is information that the college considers Directory Information:
    - Name
    - 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 Student Portal or ask the Registrar for assistance. The 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.

### 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 Title IX Responsible Employees at each campus are listed below:**

Campus	Name	Telephone	Email
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Bakersfield	Genevieve Quijano	(661) 473-2470	<a href="mailto:GQuijano@unitekcollege.edu">GQuijano@unitekcollege.edu</a>
Bakersfield	Janet Stotts	(661) 308-0547	<a href="mailto:JStotts@unitekcollege.edu">JStotts@unitekcollege.edu</a>
Bakersfield	Keith Woodman	(661) 271-3023	<a href="mailto:KWoodman@unitekcollege.edu">KWoodman@unitekcollege.edu</a>
Concord	Jennifer Bidmead	(925) 348-9374	<a href="mailto:JBidmead@unitekcollege.edu">JBidmead@unitekcollege.edu</a>
Concord	Rochelle Brumley	(925) 208-0136	<a href="mailto:RBrumley@unitekcollege.edu">RBrumley@unitekcollege.edu</a>
Concord	Deleta Moore	(925) 348-9399	<a href="mailto:DMoore@unitekcollege.edu">DMoore@unitekcollege.edu</a>
Fremont	Ghada Gouda	(661) 308-0042	<a href="mailto:GGouda@unitekcollege.edu">GGouda@unitekcollege.edu</a>
Hayward	Sophia Brown	1 (510) 246-3862	<a href="mailto:SBrown@unitekcollege.edu">SBrown@unitekcollege.edu</a>
Hayward	Heather Dunlap	(916) 536-7001	<a href="mailto:HDunlap@unitekcollege.edu">HDunlap@unitekcollege.edu</a>
Hayward	Katie Ramezani	(510) 743-2717	<a href="mailto:KRamezani@unitekcollege.edu">KRamezani@unitekcollege.edu</a>
Sacramento	Audrianna Mancelia	(916) 378-8724	<a href="mailto:AMancilla@unitekcollege.edu">AMancilla@unitekcollege.edu</a>
Sacramento	Tena Murillo	(916) 571-1849	<a href="mailto:TMurillo@unitekcollege.edu">TMurillo@unitekcollege.edu</a>
Sacramento	Sue Smith	(916) 571-9078	<a href="mailto:SSmith@unitekcollege.edu">SSmith@unitekcollege.edu</a>
San Jose	Virginia Dalmacio	(669) 900-5672	<a href="mailto:VDalmacio@unitekcollege.edu">VDalmacio@unitekcollege.edu</a>
San Jose	Gurpreet Kaur	(669) 238-4519	<a href="mailto:GKaur@unitekcollege.edu">GKaur@unitekcollege.edu</a>
San Jose	Shalini Kumar	(408) 514-5862	<a href="mailto:SKumar@unitekcollege.edu">SKumar@unitekcollege.edu</a>
South San Francisco	Milo Jocson	(415) 347-8420	<a href="mailto:MJocson@unitekcollege.edu">MJocson@unitekcollege.edu</a>

## STUDENTS WITH DISABILITIES

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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 school.

**The ADA Coordinators at each campus are listed below:**

<b>Campus</b>	<b>Name</b>	<b>Telephone</b>	<b>Email</b>
Bakersfield	Janet Stotts (Primary)	(661) 308-0547	<a href="mailto:JStotts@unitekcollege.edu">JStotts@unitekcollege.edu</a>
Bakersfield	Genevieve Quijano (Alternate)	(661) 473-2470	<a href="mailto:GQuijano@unitekcollege.edu">GQuijano@unitekcollege.edu</a>
Concord	Jennifer Bidmead (Primary)	(925) 348-9374	<a href="mailto:JBidmead@unitekcollege.edu">JBidmead@unitekcollege.edu</a>
Concord	Rochelle Brumley (Primary)	(925) 208-0136	<a href="mailto:RBrumley@unitekcollege.edu">RBrumley@unitekcollege.edu</a>
Concord	Deleta Moore (Primary)	(925) 348-9399	<a href="mailto:DMoore@unitekcollege.edu">DMoore@unitekcollege.edu</a>
Fremont	Leilani Castro (Primary)	(510) 896-7507	<a href="mailto:LCastro@unitek.com">LCastro@unitek.com</a>
Fremont	Ghada Gouda (Alternate)	(661) 308-0042	<a href="mailto:GGouda@unitekcollege.edu">GGouda@unitekcollege.edu</a>
Fremont	Margarita Perez (Alternate)	(510) 492-3390	<a href="mailto:MPerez@unitekcollege.edu">MPerez@unitekcollege.edu</a>
Hayward	Heather Dunlap (Primary)	(916) 536-7001	<a href="mailto:HDunlap@unitekcollege.edu">HDunlap@unitekcollege.edu</a>
Hayward	Sophia Brown (Alternate)	(510) 246-3862	<a href="mailto:SBrown@unitekcollege.edu">SBrown@unitekcollege.edu</a>
Sacramento	Heather Dunlap (Primary)	(916) 536-7001	<a href="mailto:HDunlap@unitekcollege.edu">HDunlap@unitekcollege.edu</a>
Sacramento	Aminata Morton (Alternate)	(916) 536-7034	<a href="mailto:AMorton@unitekcollege.edu">AMorton@unitekcollege.edu</a>



San Jose	Virginia Dalmacio (Primary)	(669) 900-5672	<a href="mailto:VDalmacio@unitekcollege.edu">VDalmacio@unitekcollege.edu</a>
San Jose	Anquinette Cray (Alternate)	(669) 238-4499	<a href="mailto:ACray@unitekcollege.edu">ACray@unitekcollege.edu</a>
San Jose	Gurpreet Kaur (Alternate)	(669) 238-4519	<a href="mailto:GKaur@unitekcollege.edu">GKaur@unitekcollege.edu</a>
South San Francisco	Jessica Chua (Primary)	(415) 347-8449	<a href="mailto:jchua@unitekcollege.edu">jchua@unitekcollege.edu</a>
South San Francisco	Dr. Sarah Padilla (Alternate)	(415) 528-2671	<a href="mailto:SPadilla@unitekcollege.edu">SPadilla@unitekcollege.edu</a>
South San Francisco	Jenny Lam (Alternate)	(415) 347-8448	<a href="mailto:JLam@unitekcollege.edu">JLam@unitekcollege.edu</a>

## GRIEVANCE, APPEALS AND COMPLAINT PROCEDURES

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### ACADEMICS: APPEALS & GRIEVANCES

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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
- If the matter cannot be resolved at this level, the student may request a **Level 2** appeal in writing by completing the Student Appeal Request Form (ACA 5.0a) and providing the completed form to his/her campus Program Director/Academic Dean within two (2) business days.

#### Level 2 – Formal Appeal

- The student may initiate a **Level 2** appeal by contacting the campus Program Director/Academic Dean, in the manner described above, if the grievance is not resolved at **Level 1**.
- The Program Director/Academic Dean 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 College policy (invalid), the request will be denied, and the student will be notified by the Program Director/Academic Dean.
- If the grievance and appeal request is determined to be in accordance with College policy (valid), the Program Director/Academic Dean will enlist the respective faculty member(s) and/or the Team Lead to review the appeal request.
- The Program Director/Academic Dean will discuss the outcome of the **Level 2** review with the student and provide the completed form ACA 0a 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 by completing the Student Appeal Request Form (ACA 5.0a) and providing the completed form within two (2) business days to the respective Regional Dean of Allied Health/Regional Academic Dean of Nursing.

### 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
- The student may initiate a **Level 3** appeal by contacting the applicable Regional Dean of Allied Health/Regional Academic Dean of Nursing, in the manner described above, if the grievance is not resolved at **Level 2**.
- The Regional Dean of Allied Health/Regional Academic Dean of Nursing 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 Regional Dean of Allied Health/Regional Academic Dean of Nursing determines that the request for appeal was thoroughly addressed during the **Level 2** appeal process and the outcome was justified.
- If the Regional Dean of Allied Health/Regional Academic Dean of Nursing concludes that the student has grounds for a **Level 3** appeal, a Campus 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:
  - Academic Dean/Program Director (Presenter)
  - Regional Dean of Allied Health/Regional Academic Dean of Nursing
  - Campus Director
  - One full-time faculty member from the student’s respective program (not involved in the Level 1 or 2 appeal)
  - One non-academic representative (Registrar, Student Services, Financial Aid, )

The details and result of the Campus Appeal Committee Hearing must be documented on Form ACA 5.0b – Campus Appeal Hearing Form.

**EXCEPTION:** Any appeal/grievance based on a violation of the attendance policy must be submitted to the respective National Academic Dean and the Vice President (VP) of Financial Aid Compliance for review before a final decision can be made.

- The Regional Dean of Allied Health/Regional Academic Dean of Nursing must submit the transcript of

the campus deliberations and recommendations for review to the respective National Academic Dean and the VP of Financial Aid Compliance.

- The respective National Academic Dean and the VP of Financial Aid Compliance will review the documents and provide the final determination within two (2) business days of receipt, and the written decision will be sent to the Regional Dean of Allied Health/Regional Academic Dean of Nursing, the campus Program Director/Academic Dean, and the Campus
- Following the Committee's hearing and/or extended review as described in the "Exception" section above, the Regional Dean of Allied Health/Regional Academic Dean of Nursing will discuss the outcome of the **Level 3** review with the student and provide the completed forms ACA 5.0a and ACA 5.0b to the student within one (1) business day of the hearing, including any advising/action plan determined by the Committee.
- As applicable, 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 by completing the Student Appeal Request Form (ACA 5.0a) and providing the completed form to the respective National Academic Dean within one (1) business day.

#### Level 4 – Appeal to the National Academic Dean

- A **Level 4** appeal may only be initiated if a **Level 3** appeal was performed but did not resolve the
- The student may request a **Level 4** appeal by contacting the respective National Academic Dean, in the manner described above, if the grievance is not resolved at **Level 3**.
- The National Academic 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 National Academic Dean determines that the request for appeal was thoroughly addressed during the **Level 3** appeal process and the outcome was justified.
- If the National Academic Dean concludes that the student has grounds for a **Level 4** appeal, the National Academic Dean will schedule an appointment with the student, and all information related to the appeal request will be provided to the student. The student will be provided with the final decision and the completed form ACA 5.0a within one (1) business day of the review.
- All decisions made by the National Academic Dean are final, and **Level 4** appeal is the last step in the appeals process provided by the College.

If the final decision by the National Academic Dean 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>
  - If a student has questions about the complaint process, they are encouraged to contact ACCSC at [complaints@accsc.org](mailto:complaints@accsc.org)

- 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
- U.S. Department of Veteran Affairs (VA): 810 Vermont Avenue NW, Washington, DC 20420
- Commission on Accreditation in Physical Therapy Education (CAPTE)  
[www.capteonline.org/Complaints/](http://www.capteonline.org/Complaints/)

## COMPLAINT PROCEDURE

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The College takes concerns very seriously and is committed to addressing concerns timely and appropriately. These policies have been developed to foster a community of respect, collegiality, and professionalism. Based on the principles of adult communication and accountability, the following is the process for individual wishing to make complaints, ask questions or raise concerns. Additionally, retaliation against a complainant or any individual involved, is strictly prohibited and is grounds for discipline.

### Academic: Appeals & Grievances

Individuals are encouraged to follow the Student Complaint procedure and Appeals & Grievance Policy as outlined in the Catalog.

### Non-Academic Grievances

- **Campus**
  - Individuals are encouraged to seek resolution first by contacting the respective campus via the Program Director, Dean or Campus Director. Please see the “Management and Staff” section of this catalog.
- **Anonymous Reporting**
  - The School also maintains an anonymous reporting portal to allow for the submission of a concern, issue, or incident anonymously: [www.ethicspoint.unitek.com](http://www.ethicspoint.unitek.com)
- **Accreditation and Oversight**
  - For a list of accrediting agencies please see the “Accreditation & Approvals” section of this catalog.

### General Complaint Procedure

Anyone who is not an active student of the school, including the general public, may file a complaint with the appropriate Campus Director (see the “Management and Staff” section of this catalog). Members of the community with concerns are also encouraged to follow the steps in the Student Complaint Procedures, or may contact the appropriate agency.

## STUDENT COMPLAINT PROCEDURE

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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 their Program Director, Academic Dean or Campus Director for guidance.
  - If students approach staff who are not able to assist them, they will be directed to the appropriate staff person (i.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). If necessary, the issue can be escalated to the Chief Operations Officer or Chief Academic Officer.
3. 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 concerns. Each week the campus director will review the suggestion box contents. All concerns or complaints are logged and assigned to the appropriate individual and tracked for resolution.
4. Students who disagree with academic decisions or actions resulting from a violation of policy and/or standard of academic integrity are directed to follow the “Academic Appeals and Grievances” procedures as outlined in the school’s catalog.

The School also maintains an anonymous reporting portal for student concerns. Your instructors, program directors, and campus directors will remain your first line of contact but if you would feel more comfortable submitting a concern, issue, or incident anonymously, you can use our portal at <http://www.unitek.ethicspoint.com/>.

Please watch the following video for more information on how the anonymous portal operates: <https://youtu.be/fdOin5EsfmM>. After you report a concern, please be sure to follow up using your report key and password within a week so that you can respond anonymously to any follow up questions we may have.

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](http://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](http://www.accsc.org)

If a student has questions about the complaint process, they are encouraged to contact ACCSC at [complaints@accsc.org](mailto:complaints@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](http://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](http://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>

The Physical Therapist Assistant Program at Unitek College is committed to responding to all complaints to ensure high standards and continuous quality improvement. Every complaint will be taken seriously and viewed as an opportunity to receive constructive feedback. Please see School Catalog for complete details on the College complaint process and assurance of nonretaliation.

All complainants may also file a complaint about the program with:

The Commission on Accreditation in Physical Therapy Education (CAPTE)

3030 Potomac Ave, Suite 100

Alexandria, VA 22305

800-999-2782

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

## MISCELLANEOUS POLICIES

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### 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.

**Housing Assistance:** Unitek College does not provide dormitory facilities or assistance in locating housing.

**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.

### SUMMARY OF CHANGES

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#### March 6th 2023

- Added PTA Grading Scale
- Added Self-Monitoring Procedures

#### February 8th, 2023

- Updated Physical Therapist Assistant Course Acronyms (PHT)

### February 6th, 2023

- Student Non-Fraternization Policy Added
- Updated Academics: Appeals & Grievances

### January 20th, 2023

- Updated Tuition and Fees

### January 10th, 2023

- Updated Nursing (BSN) Program: 30-Unit\* Option for Licensed Vocational Nurses
- Updated Refund Policy

### January 4th, 2023

- Updated Tuition and Fees

### December 20th, 2022

- Physical Therapist Assistant Program Added

### December 12th, 2022

- Updated Student Code of Conduct
- Updated Academic Integrity
- Updated Drug and Alcohol-Free Environment

### November 15th, 2022

- Updated Tuition and Fees

### November 4th, 2022

- Updated Management and Staff
- Updated Scholarships
- Updated Academics: Appeals & Grievances
- Updated Student Complaint Procedure
- Updated ASVN Course Table
- Updated Tuition and Fees
  - Bakersfield & Sacramento: BSN – AP

### October 6th, 2022

- Updated Student Finance Policies

- Updated Management and Staff
- Updated Nursing (BSN) Course Descriptions
- Updated Tuition and Fees (STRF)

### September 6th, 2022

- Resubmission Policy: General Education added
- Late Submission and Extension Policy: General Education added
- Updated Admissions: Bachelor of Science in Nursing (BSN) Ranking Supplemental Admission Criteria table
- Updated General Education Course Descriptions
- Updated Title IX Responsible Employees
- Updated ADA Coordinators

### August 22nd, 2022

- Updated Accreditation & Approvals: Veterans Administration Approved Programs and Campus Table

### July 15th 2022

- Updated Student Services
- Updated Faculty – Sacramento Campus
- Updated Title IX Responsible Employees – Sacramento Campus
- Updated ADA Coordinators – Sacramento Campus

### July 5th, 2022

- Added Addendum: July 2022
  - Updated Medical Assisting course names (Sacramento campus)
- Clarified the Health Assessment requirement for Continued Enrollment in VN Program

### June 6th, 2022

- Removal of Legacy RN-BSN Program
- Updated Proof of Graduation Foreign Evaluation Services
- Updated Complaint Procedures

### May 20th, 2022

- Updated Admission Policies – Purchasing Books & Supplies

### May 1st, 2022

- Updated Refund Policy – Chromebook
- EthicsPoint Added

### April 18th, 2022

- Updated Admission Policies: Vocational Nursing – Background Check

### April 1st, 2022

- Updated Tuition and Fees
- Updated VA G.I. Registered Trademark Logo
- Updated POG Requirement
- Updated Add/Drop Policy

### March 11, 2022

- Updated Background Check policy for Dental Assisting students
- Updated attendance policy for Online Asynchronous courses
- Updated Recency Rules regarding credit for prior education

### March 1, 2022

- Completion of SLE-Q exam required prior to start (not admission/enrollment) for Allied Health diploma programs.
- Completion of Online Readiness assessment required prior to start (not admission/enrollment) for all programs containing online instruction.
- Updated Tuition and Fees.

### February 21, 2022

- Clarification of Co-requisite course policy in VN Program
- Clarification on retake attempts of VN PRQ course
- Updates to Faculty
- Clarification to Background Check process in BSN program
- Updated information on online asynchronous delivery of PRQ course
- Updated Student Code of Conduct

### February 3, 2022

- Updates to Faculty – Sacramento
- Updated to Facility Description – Hayward Campus
- Update to Background Check and Drug Screen

### December 22, 2021

- Plagiarism Policy updated
- BSN Faculty in Concord Campus added
- Bakersfield Campus facility description updated

### November 17, 2021

- Added 3-day cancellation section to Refund Policy

### October 15, 2021

- Update to the General Admissions Policies (Background Check)
- Update to the Admissions: Vocational Nursing Prerequisite Course (VN PRQ) (Background Check)

### September 15, 2021

- Updated CLEP / International Credits policy

### September 10, 2021

- Removal of RN-BSN program
- Legacy RN-BSN program added
- Removal of Information Technology Program
- COVID-19 vaccination (all doses) added to Immunizations Policy
- Updated Attendance Policy for Online Asynchronous Education
- Medical Assisting Program Chart added.

### August 31, 2021

- Update to Credits for Prior Education

### July 30, 2021

- Added description of certifications / certificates related to the MA & DA programs
- Located Dress Code policy within Student Code of Conduct

### June 2021

- Drug Screening Revision
- VN Program Admission Revision

### May 2021

- Added specific section for Associate of Science in Vocational Nursing (ASVN) program

### April 2021

- Plagiarism Policy updated to apply across all accredited schools under Unitek Learning

### March 29, 2021

- Added details to "Nursing (BSN) Program: course progression"

### February 15, 2021

- Tuition updated to reflect new STRF fees from California BPPE
- Updated Holiday schedules for 2021

## 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

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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.

### LEGACY PROGRAM: MEDICAL ASSISTING

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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
<b>TOTALS</b>	<b>760</b>	<b>28</b>

### 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.

## ADDENDUM

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### Medical Assisting Program:

(Sacramento Campus Only)

Medical Assisting courses starting in August 2022 or later will have the following new acronyms. There are no changes to course names, learning objectives, hours, or credits.

Old	New	Course Name
HCMA110-T	MA110ASYNC	Introduction to Medical Assisting & Medical Law – Theory
HCMA110-L	MA110LAB	Introduction to Medical Assisting & Medical Law – Lab
HCMA111-T	MA111ASYNC	Pharmacology, Medication Admin, Diagnostic Imaging – Theory
HCMA111-L	MA111LAB	Pharmacology, Medication Admin, Diagnostic Imaging – Lab
HCMA112-T	MA112ASYNC	Patient Assessment, Cardio-Pulmonary, Gastroenterology – Theory
HCMA112-L	MA112LAB	Patient Assessment, Cardio-Pulmonary, Gastroenterology – Lab
HCMA113-T	MA113ASYNC	Eyes, Ears, Nose, Throat; Nervous System – Theory
HCMA113-L	MA113LAB	Eyes, Ears, Nose, Throat; Nervous System – Lab
HCMA114-T	MA114ASYNC	Stages of Life – Pediatrics, OB/GYN, Geriatrics – Theory
HCMA114-L	MA114LAB	Stages of Life – Pediatrics, OB/GYN, Geriatrics – Lab
HCMA115-T	MA115ASYNC	Computerized Medical Assisting – Theory
HCMA115-L	MA115LAB	Computerized Medical Assisting – Lab
HCMA116-T	MA116ASYNC	First Aid, Emergencies, Behavior in Acute Situations – Theory
HCMA116-L	MA116LAB	First Aid, Emergencies, Behavior in Acute Situations – Lab

HCMA117	MA117EX	Medical Assisting Externship
HCMA118	MA118CAP	Medical Assisting Capstone