Unitek COLLEGE

SCHOOL CATALOG

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

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

Online: www.unitekcollege.edu

EFFECTIVE DATES: JANUARY 1, 2024 to DECEMBER 31, 2024

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

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

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

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

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, 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.

Campus	Approved Programs
Bakersfield	Medical Assisting Diploma Vocational Nursing Diploma Bachelor of Science in Nursing
Concord	Dental Assisting Diploma Medical Assisting Diploma Medical Office Administration Diploma Vocational Nursing Diploma Bachelor of Science in Nursing
Fremont	Medical Assisting Diploma Medical Office Administration Diploma Vocational Nursing Diploma Associate of Science in Vocational Nursing Bachelor of Science in Nursing
Hayward	Vocational Nursing Diploma

Sacramento	Dental Assisting Diploma Medical Assisting Diploma Medical Office Administration Diploma Vocational Nursing Diploma Occupational Associate of Science in Physical Therapist Assistant Bachelor of Science in Nursing
San Jose	Dental Assisting Diploma Medical Assisting Diploma Medical Office Administration Diploma Vocational Nursing Diploma Associate of Science in Physical Therapist Assistant Bachelor of Science in Nursing
South San Francisco	Vocational Nursing Diploma

SELF-MONITORING PROCEDURES

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

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

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 10,000 square feet, which includes:

- Classrooms/Computer Labs: 2
- Classroom/VN Lab: 1
- Classroom/MA Lab: 2
- Skills Labs: 2
- Learning Resource Center
- Student Lounge
- 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

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-Thur	7:30 am – 11:00 pm
Fri and Sat	7:30 am – 8:00 pm
Sunday	Closed

STUDENT SCHEDULED HOLIDAYS

School Holidays 2024	
Martin Luther King Jr. Day	1/15/2024
President's Day**	2/19/2024
Memorial Day	5/27/2024
Juneteenth Day	6/19/2024
Independence Day	7/4/2024
Labor Day	9/2/2024
Veterans Day	11/11/2024
Thanksgiving	11/28/2024-11/29/2024
Winter Break	12/20/2024-1/5/2025
Return to School	1/6/2025

Make up days may be required when a holiday disrupts the regular class schedule. During weeks that contain holidays, make-up hours will be scheduled to be completed before the term or module ends.

**Holiday is observed by Modular Programs Only.

CAMPUS OPERATIONAL HOLIDAYS – CAMPUS IS CLOSED

Campus Operational Holidays 2024	
New Year's Day (Observed)	1/1/2024

Martin Luther King Jr. Day	1/15/2024
Memorial Day	5/27/2024
Juneteenth Day	6/19/2024
Independence Day	7/4/2024
Labor Day	9/2/2024
Veterans Day	11/11/2024
Thanksgiving	11/28/2024-11/29/2024
Christmas Eve	12/24/2024
Christmas Day	12/25/2024
New Year's Eve	12/31/2024
New Year's Day	1/1/2025

DIRECTORY

MANAGEMENT AND STAFF

Corporate Officers & Department Heads

- Janis Paulson – Chief Executive Officer (CPA, BBA)
- Erin Kelly – Chief Financial Officer (CPA, BSA)
- Navneet Bhasin – Chief Operations Officer (MD)
- Abdel Yosef – Chief Academic Officer (PhD Nursing Education, MSN, Certified Nurse Educator)
- Shevonne Scott, MSN, RN – National Dean of BSN, MSN, MEPN Programs
- 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)
- 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)
- Neena Chauhan – Campus Director (Hayward)
- Alan Yanda – Campus Director (Sacramento)
- Keith Woodman – Campus Director (Bakersfield)
- Anna Jocson – Campus Director (Fremont)

FACULTY

Bakersfield Campus

- Stephanie Robinson, RN – Associate Dean and Program Director BSN Program – MHA, Chapman University of Orange County, PhD in Higher Education Administration, University of Phoenix
- Felix Levy, RN – Regional VN Program Director – MSN, Chamberlain College of Nursing Sunnyvale CA; BSN, Society of Jesus University, San Francisco CA
- Antonio Reyes, RN, Masters in Nursing – University of Phoenix, Masters in Health Administration – University of La Verne
- Tara Velanzuala, RN, MSN – University of Colorado, Denver
- Victoria Brocett, VN – Gateway Community College, Phoenix Arizona
- Susan Cole, RN – Bakersfield College
- Lisa Neri, RN – Bakersfield College
- Imelda Pabalate – Our Lady of Fatima College, Valenzuela
- Danielle Damison – University of Phoenix
- Keala Cyrus-Strahan, MSN, RN – California State University, Bakersfield
- Gena Daniels, RN – ADN, University of The State of New York
- Maria Fe Burr, LVN – Antelope Valley Care Academy
- Peter Negrete, LVN – Southwestern Community College

- Genevieve Quijano, LVN – Antelope Valley Career Institute
- Amandeep Kaur, MA – Branford Hall Career Institute, Southington, CT
- Monike Borton, MA (General Science Instructor) – Santa Barbara Business College
- Angela Childress, MA – Santa Barbara Business College
- Sarah Dewdney, MA – San Joaquin Valley College
- Antonio Reyes, RN, Masters in Nursing – University of Phoenix, Masters in Health Administration – University of La Verne
- Rosvic Reyes, LVN – Nursing Care Provider (NCP now Unitek College SSF)
- Viola Welch, LVN – Delta Community College, (Delta Ouachita Technical Institute) in Louisiana.
- Claudelle Laconsay, LVN – Marian College, Los Angeles California

Concord Campus

- 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, BSHS Pre Clincal 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
- Laracuente, 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, Instanbul 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 Ogbomoso, 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
- Glady 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 Lakhlani, 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
- Tara Armstrong, LVN, American Public 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
- Teena Evans, RN, MSN, PHN, University of Phoenix
- Pamela Gant, RN, MSN, University of Phoenix
- Perry Gebhart, BSN, University of Phoenix
- Krista Geissman, LVN, Unitek College, Sacramento, CA: Diploma
- Lawrence Gray, PT, MPT, CCS – Assistant Professor, MPT – College of Osteopathic Medicine of the Pacific
- Christie Harrop – CCMA, Kaplan College, Sacramento, CA: Diploma
- Christina Henderson, RN, BSN, University of Phoenix
- Alex, Hornyak, MSN, APRN, Holy Names University, Oakland
- Rosenda Jewell, LVN – Joint Services, Military
- Simrat Kandola, CMA, Heald College

- Nirmal Kaur, RN, MSN, Western Governors University, Salt Lake City
- Reetinder Kaur, RN, BSN – Western Governor's University: BSN
- Ryan Kim, NC-C UC Davis
- Olympia La Strape, LVN, Unitek College
- Lisa Lilak, RDA; Clark College
- Lizlyn Lucrida, BSN,MSN, Azusa Pacific University
- Al Luu, RN, BSN – Roseman University of Health Sciences: BSN
- Maria Malasan, MSN, APRN, Holy Names University, Oakland
- Chipiko Malekano, MSN-ED, BSN,RN,PCCN, Western Governors University, Salt Lake City
- Monica Monari, RN, BSN; Duke School of Nursing
- 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
- Anthony Nwanokwale, BSN,MBA,DNP, University of Phoenix
- Amy Namiki, BSN,RN, California State University, East Bay
- Vera Oboh, BSN,MSN, Grand Canyon University of Phoenix
- Elaine Pascua, RN, BSN Medina College, Masters- Public Ed. Misamis University
- Alicia Patterson, RN, BS, Mobile University, AL
- Kristian Patterson, RN, BSN, Nightingale College
- Deborah Patrick, RN, BSN – Biola University: BSN
- Ashley Paul, MA – Kaplan College, Sacramento, Diploma
- Debra Pence, MSN-Ed from University of Phoenix
- Katherine Pettigrew-Helpley, RDA, CDA – The University of Phoenix, Salida CA: BA in Health & Human Services
- Torri Rhodes, RN, BSN, MSN-ED, PHN, HI, DNP, University of Phoenix
- Mary Rockwell, LVN, Unitek College
- 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
- Jennifer Scholz, DNP, CNM, Frontier University
- 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

- Sandi Stancin, RN, BSN, Sonoma State University
- Michael Tijerina, MSN,RN-BC,NPD-BC, Capella University
- Dori Tinsley, LVN Unitek College
- Michelle Trimble, LVN – WIA School of Practical Nursing, Detroit, MI: Diploma
- JoAnn Thompson, LVN – Sacramento City College
- Amanda Torres, MA – Georgia Medical Institute
- J.R. Vega, LVN, Kaplan College
- Rowena Viernes, RN, BSN – Manila Central University
- Juliet Vista, BSN,RN, MSN,ACNS, FNP; Sonoma State University
- Teresa Williams, BSN, RN, Western Career College, Unitek College
- Fawn Zender, LVN, AS – Yuba Community College, Woodland, CA: AS

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 l, 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

- Nefretiri Taylor, Regional Dean of Allied Health Programs – RDA, CDA, BS- Health Administration, University of Phoenix, AZ

- Eric Henderson, Program Director/Medical Assisting – MA Diploma Boston Reed College, CA
- 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
- Cynthina 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	18 Days	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	18 Days	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	18 Days	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	18 Days	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:
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	18 Days	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

Program	Credential Awarded upon Graduation	Method of Delivery	Semester credits or Clock Hour	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	32
Medical Office Administration	Diploma	Hybrid	25 credits	9 months	28
Vocational Nursing Prerequisite Course	N/A	Online	80 hours	18 Days	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	18 Days	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.

Programs Offered by Each Campus:

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

Maximum number of students in each classroom:

- Medical Assisting – 40 (Fremont & Concord); 32 (Sacramento & San Jose); 30 (South San Francisco

& Hayward); 23 (Bakersfield)

- Medical Office Administration – 40 (Fremont & Concord); 28 (San Jose); 20 (Sacramento)
- Dental Assisting – 20 (all campuses with program)
- Vocational Nursing Prerequisite Course – 40 (San Jose); 45 (other campuses)
- Vocational Nursing – 36 for classroom instruction (15:1 student/faculty ratio for skills lab and clinical experience)
- Associate of Science in Vocational Nursing (ASVN) – 20 (online classes)
- Nursing (BSN) – 40 (on campus), 10 per offsite clinical rotation
- Physical Therapist Assistant – 34:1 for classroom instruction and 12:1 student faculty ratio for skills lab (Sacramento)

Total semester credits (for credit-hour programs):

- Medical Assisting – 28
- Medical Office Administration – 25
- Dental Assisting – 27.5
- ASVN – 81
- Bachelor of Science in Nursing – 120
- Physical Therapist Assistant – 69

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

- Vocational Nursing Prerequisite Course – 80
- Vocational Nursing Diploma Program – 1,620

Normal program completion time:

- 9 months: Medical Assisting, Medical Office Administration
- 10 months: Dental Assisting
- 12 months: Vocational Nursing (day version) and Associate of Science in Vocational Nursing
- 17 months: Vocational Nursing (full-time evening version)
- 20 months: Vocational Nursing (part-time evening version)
- 36 months: Nursing (BSN)
- 20 months: Physical Therapist Assistant

Academic credential awarded upon graduation:

- Diploma: Medical Assisting, Medical Office Administration, Dental Assisting, Vocational Nursing
- Associate of Science Degree: Physical Therapist Assistant Program

- Associate of Science Degree: ASVN (Associate of Science in Vocational Nursing)
- Bachelor of Science Degree: Nursing (BSN)

ALLIED HEALTH PROGRAMS

DENTAL ASSISTING PROGRAM

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

Program Title	Dental Assisting
Credential Awarded	Diploma
Semester Credits	27.5
Instructional Hours	820
Program Length	10 months
Instructional Method	Hybrid
Program Overview	This program prepares students with the knowledge, technical skills, and work habits of a Dental Assistant, focusing on the treatment-room care of dental patients taught using in-class instruction, hands-on labs, and externship experience. Topics covered include infection control and sterilization, medical emergencies, X-rays and impressions, dental instruments, oral evacuation, prosthodontics, pharmacology and pain control, preventative dentistry, assisting with oral surgery, and tray setups. Equipment and materials that are used in the program include model trimmers, lab vibrators, dental lathe, autoclave, ultrasonic machine, 4 operatory chairs, 4 Fletcher mannikins, 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.
Learning Outcomes/ Educational Objectives	Upon completion of the Dental Assistant diploma program, graduates will: • Upon completion of the Dental Assisting program students will be able to demonstrate the following: • Basic knowledge of dental terminology and sterilization techniques and resume writing • An understanding of the profession of dentistry as it relates to the dental assistant in general and specialty dentistry • An understanding of preventative medicine, oral hygiene methods, vital signs, medical emergencies, patient monitoring and the manipulation of dental materials • The difference between a direct and indirect restoration, intra-oral/extra-oral photography, intra-oral images for milled restoration, endodontics, orthodontics, and periodontics • Basic principles of radiographic physics, radiographic production. Take bitewing and periapical images. • Non-clinical functions of a dental office with emphasis on appointment scheduling, financial arrangements, collection techniques, completing insurance forms, practice telephone communication and inventory supply systems • Coronal polish and apply pit and fissure sealants, facebow transfer, use automated caries detection device, adjust dentures, and California law and ethics
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as entry-level Dental Assistants (CIP code 51.0601, SOC code 31-9091.00)

Required Courses

Program Courses	Method of Delivery	Credit Hours	Didactic	Supervised Lab	Externship/ Clinical/ Practicum
DA101-T Dental Terminology & Proper Asepsis – Theory	Online	1.5	40	0	0
DA101-L Dental Terminology & Proper Asepsis – Lab	Residential	1	0	20	0
DA102-T Chairside Assistance – Theory	Online	2	40	0	0
DA102-L Chairside Assistance – Lab	Residential	1	0	40	0
DA103-T Dental Materials and Prevention – Theory	Online	2	40	0	0
DA103-L Dental Materials and Prevention – Lab	Residential	1	0	40	0
DA104A-T CA Dental Assisting & RDA w/ ED – Theory	Online	2	40	0	0
DA104A-L CA Dental Assisting & RDA w/ ED – Lab	Residential	1	0	40	0
DA104B-T CA Dental Assisting & RDA w/ ED – Theory	Online	2	40	0	0
DA104B-L CA Dental Assisting & RDA w/ ED – Lab	Residential	1		40	0
DA105-T Dental Radiology – Theory	Online	2	40	0	0
DA105-L Dental Radiology – Lab	Residential	1	0	40	0
DA106-T Dental Practice Management – Theory	Online	2	40	0	0
DA106-L Dental Practice Management – Lab	Residential	1	0	40	0
DA107-T Clinical & Lab Duties – Theory	Online	2	40	0	0
DA107-L Clinical & Lab Duties – Lab	Residential	1	0	40	0
DA108 Clinical Externship	Residential	4	0	0	200

All courses except Externship include out-of-class work such as reading and writing assignments, library research, practice and practical application assignments, and projects.
All course descriptions can be found in the “Course Description” section of the catalog

MEDICAL ASSISTING

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.

Graduates of the program are academically qualified and 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.

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.

Module	Course #	Course Name	Instructional Weeks	Clock Hours	Semester Credits

1	MA110ASYNC	Introduction to Medical Assisting& Medical Law – Theory	**4**	**42.5**	**2.5**
	MA110LAB	Introduction to Medical Assisting& Medical Law – Lab		**42.5**	**1.0**
2	MA111ASYNC	Pharmacology, Medication Administration, Diagnostic Imaging – Theory	**4**	**42.5**	**2.5**
	MA111LAB	Pharmacology, Medication Administration, Diagnostic Imaging – Lab		**42.5**	**1.0**
3	MA112ASYNC	Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Theory	**4**	**42.5**	**2.5**
	MA112LAB	Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Lab		**42.5**	**1.0**
4	MA113ASYNC	Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Theory	**4**	**42.5**	**2.5**
	MA113LAB	Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems- Lab		**42.5**	**1.0**
5	MA114ASYNC	Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Theory	**4**	**42.5**	**2.5**
	MA114LAB	Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Lab		**42.5**	**1.0**
6	MA115ASYNC	Office Management & Computerized Systems in Medical Assisting – Theory	**4**	**42.5**	**2.5**
	MA115LAB	Office Management & Computerized Systems in Medical Assisting – Lab		**42.5**	**1.0**
7	MA116ASYNC	First Aid, Emergencies, Behavior in Acute Situations – Theory	**4**	**42.5**	**2.5**
	MA116LAB	First Aid, Emergencies, Behavior in Acute Situations – Lab		**42.5**	**1.0**

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

8	MA117EX	Medical Assisting Externship	**5 (may vary)**	**165**	**3.5**
	or				
	MA118CAP (100% didactic)	Medical Assisting Capstone	**4**		**3.5**
		TOTAL PROGRAM	**33**	**760**	**28.0**

Capstone Procedure for Medical Assistant

Under specific circumstances a student in this program may apply to complete the online capstone course in lieu of the physical externship course.

Students considering this option must discuss their eligibility with the campus or program leadership.

MEDICAL OFFICE ADMINISTRATION

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

Program Title	Medical Office Administration
Credential Awarded	Diploma
Semester Credits	25
Instructional Hours	760
Program Length	9 Months
Instructional Method	Hybrid
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.

Learning Outcomes/ Educational Objectives	Graduates are prepared to work as entry level Medical Office Assistants 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
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as entry-level Medical Office Coordinator (CIP code 51.0705, SOC code 29-2071.00)
Required Courses	

Program Courses	Method of Delivery	Credit Hours	Lecture Hours	Lab Hours	Externship/ Clinical/ Practicum
MOA 110: Fundamentals of Health Care	Hybrid	3	40	40	0
MOA 111: Computer Fundamentals	Hybrid	3	40	40	0
MOA 112: Medical Office Administration	Hybrid	3	40	40	0
MOA 113: Business Practices in the Medical Office	Hybrid	3	40	40	0
MOA 114: Health Records Management	Hybrid	3	40	40	0
MOA 115: Medical Insurance Billing	Hybrid	3	40	40	0
MOA 116: Medical Insurance Coding	Hybrid	3	40	40	0
MOA 117: Medical Office Externship	Hybrid	3	0	0	200
OR					
MOA118: Medical Office Capstone	Hybrid	4	130	0	0

All course descriptions can be found in the “Course Description” section of the catalog

Additional Information	Graduates of the Medical Office Administration (MOA) program are academically qualified and 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.

PHYSICAL THERAPIST ASSISTANT

Program Title	Physical Therapist Assistant
Credential Awarded	Occupational Associate of Science
Semester Credits	69
Instructional Hours	1625
Program Length	20 Months
Instructional Method	Hybrid
Program Overview	This program prepares students with the knowledge, psychomotor and affective skills to become physical therapist assistants. The physical therapist assistant is a technically educated healthcare 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 including 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. 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.
Learning Outcomes/ Educational Objectives	Students are prepared to: • 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 behaviors within their first year of employment. • Graduates will display professionalism and a good work ethic.
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as entry-level Physical Therapist Assistants (CIP code 51.0806, SOC code 31-2021.00)
Required Courses	

Program Concentration	Method of Delivery	Credit Hours	Lecture Hours	Lab Hours	Externship/ Clinical/ Practicum
PHT101 Introduction to Physical Therapy	Blended	3	45	0	0
PHT122 Health, Disease & Disability	Blended	2	30	0	0
PHT124 Applied Kinesiology	Residential	4	30	45	0
PHT130 PTA Seminar I	Blended	1	15	0	0
PHT131 Pharmacology	Blended	1	15	0	0
PHT132 Therapeutic Procedures I	Residential	4	30	45	0
PHT134 Therapeutic Exercise	Residential	4	30	45	0
PHT136 Modalities	Residential	4	30	45	0
PHT240 PTA Seminar II	Blended	1	15	0	0
PHT241 Clinical Affiliation I	Residential	3	0	0	120
PHT242 Therapeutic Procedures II	Residential	4	30	45	0
PHT244 Applied Orthopedics	Residential	4	30	45	0
PHT246 Applied Neurology	Residential	4	30	45	0
PHT250 PTA Capstone	Residential	1	15	0	0
PHT252 Clinical Affiliation II	Residential	6	0	0	280
PHT253 Clinical Affiliation III	Residential	6	0	0	280
General Education Courses	**Method of Delivery**	**Credit Hours**	**Lecture Hours**	**Lab Hours**	**Externship/ Clinical/ Practicum**
BIO200 Anatomy and Physiology I	Online	3	45	0	0
BIO200L Anatomy and Physiology I Lab	Online	1	0	30	0
BIO215 Anatomy and Physiology II	Online	3	45	0	0
BIO215L Anatomy and Physiology II Lab	Online	1	0	30	0
ENG100 English Composition	Online	3	45	0	0
ENG115 Public Speaking	Online	3	45	0	0
PSY115 Lifespan Development	Online	3	45	0	0

All course descriptions can be found in the “Course Description” section of the catalog.

Additional Information	**Course Progression:** 1. Required academic grades for progression are as follows: Students are required to maintain a 75% 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 an 80% aggregate average for all courses 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

ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING (ASVN)

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

Program Title	Associate of Science in Vocational Nursing (ASVN)
Credential Awarded	Associate of Science
Semester Credits	81 81 credits = 35 credits taught in the program + 46 credits for prior VN or PN diploma.
Instructional Hours	585 hours
Program Length	12 Months
Instructional Method	Online
Program Overview	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.

Learning Outcomes/ Educational Objectives	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
Corresponding Occupational Outcomes	Graduates are prepared to gain or advance in their employment as a Vocational or Practical Nurse (CIP code 51.3901, SOC code 29-2061.00)

Required Courses

Program Courses	Method of Delivery	Credit Hours	Didactic	Supervised Lab	Externship/ Clinical/ Practicum
ENG100 English Composition	Online	3	45		
MTH100 Intermediate Algebra	Online	3	45		
FYE100 Foundations of Success	Online	1	15		
CHM215 General Chemistry	Online	3	45		
CHM215L General Chemistry Lab	Online	1		30	
SOC100 Introduction to Sociology	Online	3	45		
BIO200 Anatomy & Physiology I	Online	3	45		
BIO200L Anatomy and Physiology I Lab	Online	1		30	
ENG300 Advanced English Composition	Online	3	45		
BIO215 Anatomy & Physiology II	Online	3	45		
BIO215L Anatomy and Physiology II Lab	Online	1		30	
PSY115 Lifespan Development	Online	3	45		
MIC215 Microbiology	Online	3	45		
MIC215L Microbiology Lab	Online	1		30	
NUT100 Nutrition	Online	3	45		

All course descriptions can be found in the “Course Description” section of the catalog

Additional Information	Acquisition of the associate degree combined with an existing Vocational Nursing or Practical Nursing License can open up additional opportunities for employment as an LVN or LPN, 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.

NURSING (BSN) PROGRAM

Program Title	Nursing (BSN)
Credential Awarded	Bachelor of Science
Semester Credits	120
Instructional Hours	2400
Program Length	36 Months
Instructional Method	Blended
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 Blended program in which some courses are delivered online, and others are on ground (see the course listing for details). Mission The mission of the BSN programs in the Unitek Learning family of colleges is to support communities and healthcare professions by graduating competent, caring, practice-ready nursing professionals who are employable by a variety of healthcare organizations locally, nationally, and internationally. Philosophy Our Beliefs: • We are caring nursing professionals who strive to co-create a sacred, safe environment filled with equanimity, compassion, respect, and honor to authentically enable recipients of care with loving-kindness. • Our educational and nursing practices are informed by current evidence. • We are committed to public service and patient and professional advocacy. Meaning of Health: • There are a wide range of issues that impact health and healthcare in today's society, including social determinants of health, disease prevention, and health promotion. • Health is not merely the absence of disease, but a continuum that is defined by the recipients of care. Recipients of Care: • Nursing care impacts diverse populations of people across many communities from a variety of cultural, ethnic, socioeconomic, and developmental backgrounds. • Care extends from the nurse to oneself, interdisciplinary healthcare team members, individuals, families, caretakers, communities, and populations. • Nurses are part of a team of healthcare workers and must recognize their roles among the essential interprofessional team that participates in direct and indirect care. How Learning Occurs: • Learning is centered around the student through a variety of methods and domains including engagement with peers, faculty, content, and community. • Knowledge and skill acquisition is reinforced through hands-on-training, practice, application, and safe opportunities to engage in clinical judgment and decision-making. • A passion for life-long learning and opportunities for continual advancement are central components of the curriculum. • Our faculty commit to establish caring relationships, actively communicate, ensure accessibility and relevance of content, be inclusive, encourage students, be approachable, empathize, embrace all ways of knowing, and assume good intent. All students receive care, respect, and support for their learning, regardless of cultural, ethnic, socioeconomic, and developmental backgrounds.

Learning Outcomes/ Educational Objectives	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: 1. Apply foundational, evidence-based knowledge from nursing, arts, and sciences to clinical judgments and decision-making to improve patient outcomes. (AACN Domain 1) 2. Provide holistic, caritas-conscious (person-centered) care with professionalism, compassion, authenticity, altruism, and equanimity. (AACN Domains 2 & 9) 3. Incorporate principles of disease prevention, health promotion, health care policy, fiscal stewardship, delivery systems, and regulatory environments in critical decision-making to meet the needs of diverse individuals and populations across the lifespan. (AACN Domains 3 & 7) 4. Articulate the importance of self-directed learning, professional development, and knowledge transfer in providing evidence-informed, high-quality, safe human caring practices. (AACN Domains 1, 4, & 10) 5. Enhance quality, human dignity, and safety practices at the system and individual performance levels through integration of caring/healing modalities. (AACN Domain 5) 6. Intentionally collaborate across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and improve outcomes. (AACN Domains 6 & 9) 7. Navigate complex systems of healthcare to advocate and coordinate safe, quality, and equitable care for diverse populations with various cultural, ethnic, socioeconomic, and developmental backgrounds. (AACN Domain 7) 8. Integrate legal, moral, ethical, and global professional standards into nursing practice. (AACN Domains 1, 5, 9, and 10) 9. Use technology and data to humanize nursing actions that will positively impact the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards. (AACN Domain 8) 10. Participate in activities and self-reflection that foster personal growth, health, well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership. (AACN Domain 10)
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as a Registered Nurse (CIP code 51.3801, SOC code 29-1141.00)

Required Courses

Program Courses	Method of Delivery	Credits	Didactic	Supervised Lab	Externship/ Clinical/ Practicum
NRG200 Pharmacology for Human Caring Nursing	Blended	3	45	0	0
NRG215 Health Assessment for Human Caring Nursing	Blended	1	15	0	0
NRG225 Fundamentals of Human Caring Nursing I	Blended	1	15	0	0
NRG225C Fundamentals of Human Caring Nursing I Skills & Clinical	Residential	1	0	0	45
NRG230 Fundamentals of Human Caring Nursing II	Blended	3	45	0	0
NRG230C Fundamentals of Human Caring Nursing II Skills & Clinical	Residential	2	0	0	90
NRG130 Nursing as a Human Caring Profession	Online	3	45	0	0
NRG150 Human Caring Nursing Seminar I	Online	1	15	0	0
NRG260 Adult Human Caring Nursing I	Blended	3	45	0	0
NRG260C Adult Human Caring Nursing I Clinical	Residential	2	0	0	90
NRG290 Adult Human Caring Nursing II	Blended	2	30	0	0

NRG291C Adult Human Caring Nursing II Clinical	Residential	2	0	0	90
NRG275 Nutrition for Human Health & Wellbeing	Blended	3	45	0	0
NRG245 Mental Health Human Caring Nursing	Blended	3	45	0	0
NRG245C Mental Health Human Caring Nursing Clinical	Residential	1	0	0	45
NRG250 Human Caring Nursing Seminar II	Online	1	15	0	0
NRG315 Maternal/Newborn Family Nursing	Blended	3	45	0	0
NRG315C Maternal/Newborn Family Nursing Clinical	Residential	1	0	0	45
NRG330 Pediatric Human Caring Nursing	Blended	3	45	0	0
NRG330C Pediatric Human Caring Nursing Clinical	Residential	1	0	0	45
NRG350 Human Caring Nursing Seminar III	Online	1	15	0	0
NRG376 Evidence-informed Practice for Human Caring Nursing	Online	2	30	0	0
NRG430 Complex Health Human Caring Nursing I	Blended	2	30	0	0
NRG431C Complex Health Human Caring Nursing I Clinical	Residential	2	0	0	90
NRG285 Information Technology for Human Caring Nursing	Online	2	30	0	0
NRG445 Complex Health Human Caring Nursing II	Blended	2	30	0	0
NRG446C Complex Health Human Caring Nursing II Clinical	Residential	2	0	0	90
NRG416 Community Health Human Caring Nursing	Blended	2	30	0	0
NRG475 BSN Transition to Practice	Blended	3	45	0	0
NRG475C BSN Transition to Practice Clinical	Residential	2	0	0	90
NRG461 Leadership & Management for Human Caring Nursing	Blended	2	30	0	0
NRG490 BSN Human Caring Nursing Capstone	Blended	3	45	0	0
NRG490C BSN Human Caring Nursing Capstone Clinical	Residential	2	0	0	90
General Education	**Method of Delivery**	**Credit Hours**	**Didactic**	**Lab**	**Externship/ Clinical/ Practicum**
MTH100 Intermediate Algebra	Online	3	45	0	0

ENG100 English Composition	Online	3	45	0	0
FYE100 Foundations of Success	Online	1	15	0	0
CHM215 General Chemistry	Online	3	45	0	0
CHM215L General Chemistry Lab	Online	1	0	30	0
ENG115 Public Speaking	Online	3	45	0	0
BIO200 Anatomy & Physiology I	Online	3	45	0	0
BIO200L Anatomy & Physiology I Lab	Online	1	0	30	0
SOC100 Introduction to Sociology	Online	3	45	0	0
BIO215 Anatomy & Physiology II	Online	3	45	0	0
BIO215L Anatomy & Physiology II Lab	Online	1	0	30	0
PSY115 Lifespan Development	Online	3	45	0	0
MIC215 Microbiology	Online	3	45	0	0
MIC215L Microbiology Lab	Online	1	0	30	0
ENG300 Advanced English Composition	Online	3	45	0	0
MTH215 Statistics	Online	3	45	0	0
NUT100 Nutrition	Online	3	45	0	0
BIO225 Pathophysiology	Online	3	45	0	0
PHI350 Critical Reasoning	Online	3	45	0	0
ETH400 Ethics	Online	3	45	0	0
POL300 Political Science	Online	3	45	0	0
All course descriptions can be found in the “Course Description” section of the catalog					

Additional Information	**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 of 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. Paired Courses (Co-requisites) As noted in the course descriptions, certain courses are meant to be taken concurrently with other courses in pairs. These are 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). In the event a student is withdrawn for violating the above course failure limitations (and the student is permitted a reentry opportunity) the reentry student will be placed on an academic probation. The Nursing Dean will outline the necessary academic requirements needed to reenter and continue in the program. A grade of W (Withdrawal) is counted as an attempt that was not successfully completed. Additional information can be found in the Nursing Student Handbook. A minimum GPA of 2.0 is required to continue in the program and for graduation. Failure to comply with any of the above stipulations and/or legal, moral, and legislative standards required for licensure to practice as a registered nurse will result in immediate dismissal from the program. If a student is dismissed from the nursing program for any reason, academic or non-academic, the student is not eligible to re-enroll in the nursing program. Additional program policies and requirements are detailed in the Nursing Program Handbook. **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 students. 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.

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
1. Must be licensed as a Vocational Nurse in California
1. 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:

Program Courses	Method of Delivery	Credits	Didactic	Supervised Lab	Externship/ Clinical/ Practicum
NRG260 – Adult Human Caring Nursing I	Online	3	45	0	0
NRG260C – Adult Human Caring Nursing I Clinical	Residential	2	0	15	75
NRG290 – Adult Human Caring Nursing II	Online	2	30	0	0
NRG291C – Adult Human Caring Nursing II Clinical	Residential	2	0	15	75
NRG245 – Mental Health Human Caring Nursing	Residential	3	45	0	0
NRG245C – Mental Health Human Caring Nursing Clinical	Residential	1	0	0	45
NRG461 – Leadership & Management for Human Caring Nursing	Residential	2	30	0	0
NRG430 – Complex Health Human Caring Nursing I	Residential	2	0	0	90
NRG431C – Complex Health Human Caring Nursing I Clinical	Residential	2	0		90

General Education	Method of Delivery	Credit Hours	Didactic	Lab	Externship/ Clinical/ Practicum
BIO200 – Anatomy and Physiology I	Online	3	45	0	0
BIO200 – Anatomy and Physiology I Lab	Online	1	0	30	0
BIO215 – Anatomy & Physiology II	Online	3	45	0	0
BIO215 – Anatomy & Physiology II Lab	Online	1	0	30	0
MIC215 – Microbiology	Online	3	45	0	0

VOCATIONAL NURSING PREREQUISITE COURSE (VN PRQ)

(Offered at all campuses)

Course Overview & Hours

Passing this course is a requirement for admission to the Vocational Nursing Diploma Program. The course assists in identifying at-risk students who may not succeed in the Vocational Nursing Diploma Program. The course also provides an opportunity to advise students and develop plans of action, including but not limited to changes in study habits, goal setting, study guide development, and tutoring. The course helps students and faculty assess students' study skills, learning 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 blended online and on-campus 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). This course is excluded from the institution's grant of accreditation by ACCSC.

Students must complete this course with a cumulative score of at least 75% to pass. If a student fails this course, the student may be provided with one (1) opportunity to retake. Students failing a second course attempt must wait one (1) year from the last attempt to repeat the prerequisite course. After one year, the student will have two new attempts to successfully complete the course. 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.

Please note that while completion of this course is not required by the State's nursing board, completion of this course (or its equivalent, as determined by the college) is required in order to be admitted to the college's Vocational Nursing program.

Classroom and Lab Environment: This course is taught in a blended format through the Canvas Learning Management System (LMS) using active learning strategies, game-based instruction, and frequent feedback opportunities for students. Students are also required to complete three examinations on campus at designated dates/times in order to successfully complete the course.

VOCATIONAL NURSING

(Offered at all campuses)

Program Title	Vocational Nursing
Credential Awarded	Diploma
Instructional Hours	1620
Program Length	12 Months (Day) 17 Months (Evening) 20 Months (Part Time Evening)
Instructional Method	Residential
Program Overview	The Vocational Nursing (VN) Program is designed to prepare students for nursing for employment in the healthcare field. Unitek College focuses on providing students with the knowledge, skills, and practical experience necessary to become competent and compassionate licensed nurses to provide safe patient care. This comprehensive program combines theoretical classroom instruction with hands-on clinical training, practice tests, and test-taking strategies which prepare graduates to take the NCLEX-PN (National Council Licensure Examination for Practical Nursing) which leads to a rewarding career in nursing. This pre-licensure Vocational Nursing (VN) program is approved by California's Board of Vocational Nursing & Psychiatric Technicians (BVNPT).

Learning Outcomes/ Educational Objectives	The program's goal is to prepare students to pass the NCLEX-PN license exam and gain entry-level employment as Licensed Vocational Nurses. 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. .
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as entry-level Licensed Vocational Nurse (CIP code 51.3901, SOC code 29-2061.00)
Required Courses	

Program Courses	Method of Delivery	Didactic	Supervised Lab	Externship/ Clinical/ Practicum
VN100 – Nursing Fundamentals – Theory	Residential	226	0	0
VN101 – Nursing Fundamentals – Clinical/Skills	Residential	0	224	0
VN200 – Introduction of Pharmacology	Residential	32	0	0
VN201 – Medical Surgical I – Theory	Residential	154	0	0
VN202 – Medical Surgical I – Clinical	Residential	0	264	0
VN300 – Maternal/Newborn – Theory	Residential	32	0	0
VN301 – Maternal/Newborn – Clinical	Residential	0	32	0
VN302 – Pediatrics – Theory	Residential	32	0	0
VN303 – Pediatrics – Clinical	Residential	0	32	0
VN304 – Medical Surgical II – Theory	Residential	146	0	0
VN305 – Medical Surgical II – Clinical	Residential	0	408	0
VN306 – Professional Development	Residential	38	0	0

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).

All course descriptions can be found in the “Course Description” section of the catalog

Additional Information	**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.

COURSE DESCRIPTIONS

General Education Course Descriptions

BIO 200
Anatomy & Physiology I
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

BIO200L
Anatomy & Physiology I Lab
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO200
Co-Requisite: None
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.

BIO215
Anatomy & Physiology II
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200
Concurrent Prerequisite: BIO215L
Co-Requisite: None
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.

BIO215L
Anatomy & Physiology II Lab
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200 BIO200L
Concurrent Prerequisite: BIO215
Co-Requisite: None
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.

CHM215
General Chemistry
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: CHM215L
Co-Requisite: None
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.

CHM215L
General Chemistry Lab
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: CHM215
Co-Requisite: None
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.

ENG 101
English
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
The course develops writing skills through analysis of essays, articles and other written works that are used as models for writing practice and development. Writing assignments stress process approaches, development, organization, revision and audience awareness. Students use word processing and web-based tools to develop written work.

ENG100
English Composition
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

ENG115
Public Speaking
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

ENG300
Advanced English Composition
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: ENG100
Concurrent Prerequisite: None
Co-Requisite: None
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.

ETH400
Ethics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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

DA104
Dental Office Administration, Medical Emergencies and CPR
Method of Delivery: Residential
Credits: 3.5
Lecture Hours: 32.5
Lab Hours: 40
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This module will introduce the students to the roll of the dental assistant in front office administration. Topics will include billing, accounting, and financial management, and telephone etiquette, appointment scheduling, filing systems, and processing dental insurance claims. Dental office computer software for both financial and patient records will also be covered. Normal and abnormal vital signs, dental/medical emergencies and CPR will be introduced.

HIST411
Contemporary History
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200
Concurrent Prerequisite: MIC215L
Co-Requisite: None
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
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200
Concurrent Prerequisite: MIC215
Co-Requisite: None
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.

MTH100
Intermediate Algebra
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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 discussed in relation to personal health choices and with applications for students contemplating careers in the health professions. Prerequisite: None

PHI 350
Critical Reasoning
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

PSY100
Introduction to Psychology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

PSY115
Lifespan Development
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

SOC100
Introduction to Sociology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

Core Course Descriptions

DA101-L
Dental Terminology and Proper Asepsis Techniques – Lab
Method of Delivery: Residential
Credits: 1
Lecture Hours: 40
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: DA101-T
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
Method of Delivery: Residential
Credits: 1.5
Lecture Hours: 40
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: DA101-L
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
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA102-T
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
Method of Delivery: Residential
Credits: 2
Lecture Hours: 40
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA102-L
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
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA103-T
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
Method of Delivery: Residential
Credits: 2
Lecture Hours: 40
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA103-L
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
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA104B-T
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
Method of Delivery: Residential
Credits: 2
Lecture Hours: 40
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA104A-L
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
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA104B-T
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
Method of Delivery: Residential
Credits: 2
Lecture Hours: 40
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA104B-L
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
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA105-T
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
Method of Delivery: Residential
Credits: 2
Lecture Hours: 40
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA105-L
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
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA106-T
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
Method of Delivery: Residential
Credits: 2
Lecture Hours: 40
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA106-L
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
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA107-T
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 Diagnodent, adjust dentures, and create stainless steel crowns.

DA107-T
Clinical and Lab Duties – Theory
Method of Delivery: Residential
Credits: 2
Lecture Hours: 40
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: DA101-T, DA101-L
Concurrent Prerequisite: None
Co-Requisite: DA107-L
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 assignment

DAC108
Clinical Externship
Method of Delivery: Residential
Credits: 4
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 200
Prerequisite: Successful completion of all courses
Concurrent Prerequisite: None
Co-Requisite: None
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.

MA110ASYNC
Introduction to Medical Assisting& Medical Law – Theory
Method of Delivery: Online
Credits: 2.5
Lecture Hours: 42.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA110LAB
Course MA110ASYNC 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

MA110LAB
Introduction to Medical Assisting& Medical Law – Lab
Method of Delivery: Blended
Credits: 1
Lecture Hours: 0
Lab Hours: 42.5
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA110ASYNC
MA110LAB 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.

MA111ASYNC
Pharmacology, Medication Administration, Diagnostic Imaging – Theory
Method of Delivery: Online
Credits: 2.5
Lecture Hours: 42.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA111LAB
Course MA111ASYNC 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.

MA111LAB
Pharmacology, Medication Administration, Diagnostic Imaging – Lab
Method of Delivery: Blended
Credits: 1
Lecture Hours: 0
Lab Hours: 42.5
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA111ASYNC
MA111LAB 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.

MA112 LAB
Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Lab
Method of Delivery: Blended
Credits: 1
Lecture Hours: 0
Lab Hours: 42.5
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA112ASYNC
MA112LAB 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.

MA112ASYNC
Infection Control, Assessment, Cardio-Pulmonary & Gastroenterology – Theory
Method of Delivery: Online
Credits: 2.5
Lecture Hours: 42.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA112 LAB
Course MA112ASYNC 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

MA113 LAB
Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems- Lab
Method of Delivery: Blended
Credits: 1
Lecture Hours: 0
Lab Hours: 42.5
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA113ASYNC
MA113LAB 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 Courseare IM, SC, ID injections, phlebotomy, capillary puncture, and EKG procedure.

MA113ASYNC
Eyes, Ears, Nose, Throat; Nervous and Endocrine Systems – Theory
Method of Delivery: Online
Credits: 2.5
Lecture Hours: 42.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA113 LAB
Course MA113ASYNC 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.

MA114ASYNC
Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Theory
Method of Delivery: Online
Credits: 2.5
Lecture Hours: 42.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA114LAB
Course MA114ASYNC 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.

MA114LAB
Surgical Technique; Stages of Life, Pediatrics & Geriatrics – Lab
Method of Delivery: Blended
Credits: 1
Lecture Hours: 0
Lab Hours: 42.5
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA114ASYNC
MA114LAB 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 18years 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.

MA115ASYNC
Office Management & Computerized Systems in Medical Assisting – Theory
Method of Delivery: Online
Credits: 2.5
Lecture Hours: 42.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA115LAB
Course MA115ASYNC 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).

MA115LAB
Office Management & Computerized Systems in Medical Assisting – Lab
Method of Delivery: Blended
Credits: 1
Lecture Hours: 0
Lab Hours: 42.5
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA115ASYNC
MA115LAB 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).

MA116ASYNC
First Aid, Emergencies, Behavior in Acute Situations – Theory
Method of Delivery: Online
Credits: 2.5
Lecture Hours: 42.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA116LAB
Course MA116ASYNC is designed to introduce learners to theory-based information regarding the medical assistant role in coordinating laboratory tests and results and understanding the Clinical Laboratory Improvement Amendments (CLIA), specimen collection procedures, and use of use of Safety Data Sheets (SDS). Learners review strategies for managing a health care practice from daily operations to equipment inventory. Healthcare ethics are evaluated by learners in explaining best practices for separating personal and professional ethics. Focus is applied to the following specific ethical challenges: reproductive issues, care involving children, medical research, end-of-life rituals and medical emergencies. HIPPA along with assisting in physical examinations and first aid for medical emergencies is part of the learning experience. Learners describe the function of a microscope and begin summarizing select microscopy tests performed in the ambulatory care setting. Learners define, spell, and pronounce the terms specific to topics listed and practice documenting in electronic health records (EHR). Lastly, learners also develop important skills regarding the job search, career development, and communication best practices.

MA116LAB
First Aid, Emergencies, Behavior in Acute Situations – Lab
Method of Delivery: Blended
Credits: 1
Lecture Hours: 0
Lab Hours: 42.5
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: MA116ASYNC
MA116LAB 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 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 practice

MA117EX
Medical Assisting Externship
Method of Delivery: Residential
Credits: 3.5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 165
Prerequisite: Successful completion of all prior courses
Concurrent Prerequisite: None
Co-Requisite: None
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 the5-hrcapstone 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.

MA118CAP
Medical Assisting Capstone
Method of Delivery: Online
Credits: 3.5
Lecture Hours: 80
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all prior courses
Concurrent Prerequisite: None
Co-Requisite: None
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.

MOA 110
Fundamentals of Health Care
Method of Delivery: Blended
Credits: 3
Lecture Hours: 40
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Blended
Credits: 3
Lecture Hours: 40
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Blended
Credits: 3
Lecture Hours: 40
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Blended
Credits: 3
Lecture Hours: 40
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Blended
Credits: 3
Lecture Hours: 40
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Blended
Credits: 3
Lecture Hours: 40
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Blended
Credits: 3
Lecture Hours: 40
Lab Hours: 40
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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
Method of Delivery: Residential
Credits: 4
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 200
Prerequisite: Successful completion of all prior courses
Concurrent Prerequisite: None
Co-Requisite: None
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.

MOA118
Medical Office Capstone
Method of Delivery: Blended
Credits: 4
Lecture Hours: 130
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of all prior courses
Concurrent Prerequisite: None
Co-Requisite: None
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.

NRG 130
Nursing as a Human Caring Profession
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: ENG100
Concurrent Prerequisite: None
Co-Requisite: None
This course examines the evolution and foundation of Watson's Caring Science and Human Caring Theory with an emphasis on caring for self and others and belonging within the Nursing Profession. Students will examine the relationship between Watson's Caring Science and Human Caring Theory and how it relates to the role of the Human Caring Nurse. Students will focus on life-long self-care and care of others through dedication and transpersonal pathways with loving kindness.

NRG 150
Human Caring Nursing Seminar I
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: NRG130
Co-Requisite: None
This course will focus on law, dignity, and advocacy within the human caring nursing profession. Legal emphasis on duty will expand to include self-reflection, transpersonal caring and loving kindness for a client from a holistic perspective of physical, emotional, and spiritual pathways of safety and belonging. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 200
Pharmacology for Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO225
Co-Requisite: None
Throughout this pharmacology course, students will learn the concepts of Watson's Caring Science and Human Caring Theory on how medicine works, how the body reacts to the medication and the changes that occur. Students will learn that pharmacology is more than 'passing a pill'. Students will explore key points about medication such as the mechanism of action, routes of administration, indication for use, cautions, contraindication, drug interaction, adverse effects, toxic effects of selected drugs, and specific nursing responsibilities when administrating a medication. This course will provide students with an emphasis on clinical applications within the framework of the nursing process and prioritization of needs. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 215
Health Assessment for Human Caring Nursing
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO225
Co-Requisite: None
This course introduces the student to principles and techniques of nursing assessment. Throughout this course students will focus on taking client history, interview and communication techniques, techniques of inspection, palpation, percussion, and auscultation. Students will examine the role of the nurse in obtaining comprehensive health assessments; including attributes of physical, psychosocial, developmental, cultural, and spiritual functioning. Students will examine the principles and techniques of nursing assessments by utilizing clinical decision making and documenting their findings. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 225
Fundamentals of Human Caring Nursing I
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO225
Co-Requisite: NRG225C
In this course, students are introduced to principles foundational to human caring nursing. Situational, developmental, and cultural influences on client health are discussed. Students will establish a foundation for the care of clients across the wellness illness continuum. Health assessment of adults, as well as nursing concepts and measures for safety, nutrition education, hygiene, comfort, rest, and activity will be covered. Medication administration safety principles are also discussed. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 225C
Fundamentals of Human Caring Nursing I Skills & Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum: 45
Prerequisite: None
Concurrent Prerequisite: BIO225
Co-Requisite: NRG225
In this course, students are introduced to foundational principles and techniques of human caring nursing across the wellness illness continuum. Situational, developmental, and cultural influences along with basic nursing concepts and safety measures are applied throughout this course, as students prepare to enter the clinical setting.

NRG 230
Fundamentals of Human Caring Nursing II
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG225, NRG225C
Concurrent Prerequisite: NRG200
NRG215
Co-Requisite: NRG230C
This course expands on the fundamental theory of human caring nursing. Topics include principles of health promotion, safety, infection prevention, and vital-sign assessment. Medication safety and dosage calculations are key components of this course along with application of the nursing process. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 230C
Fundamentals of Human Caring Nursing II Skills & Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 60
Prerequisite: NRG225, NRG225C
Concurrent Prerequisite: NRG200
NRG215
Co-Requisite: NRG230
The content in this course expands upon the fundamentals of human caring nursing. This course provides opportunities for students to acquire skills and concepts of human caring nursing in accordance with the Nursing Practice Act through simulated and direct client care experiences. This course provides experimental practice of selected fundamental psychomotor and nursing skills necessary for the care of clients.

NRG 245
Mental Health Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Co-Requisite: NRG245C or NRG246C
The course provides theoretical knowledge necessary for the care of psychiatric clients in acute and long-term care facilities. Emphasis will be on the holistic care of children, adolescents and adults living with mental health problems and cognitive disorders. The impact of mental illness on clients' lives, relationships, employment and otherwise coping with daily living is the focus of this course. Topics include assessment of psychiatric/mental health clients, pharmacology, and nursing considerations associated with medications. The impact of physiological conditions combined with psychiatric illness will be studied. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 245C
Mental Health Human Caring Nursing Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 45
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Co-Requisite: NRG245
The course provides opportunities for students to participate in the care of psychiatric clients in acute and long-term care facilities. Areas of focus include assessment, cultural competence, therapeutic communication, legal and ethical standards, and client advocacy. Students will get hands-on practice in clinical settings caring for clients with mental illness with clinical supervision.

NRG 250
Human Caring Nursing Seminar II
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG150
Concurrent Prerequisite: None
Co-Requisite: None
This course will examine the challenges of ethics, moral courage, and self-reflection through the framework of Watson's Caring Science and Human Caring Theory. Students will learn a process of self-discovery and worth which will provide the cornerstone for cultural exploration and acceptance of client values and needs. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 260
Adult Human Caring Nursing I
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Co-Requisite: NRG260C or NRG261C
In this course, students are introduced to the needs of diverse populations of adult and older adult clients and their families. This course focuses on health promotion and management of conditions that require acute and chronic care for adults and older adults. The nursing process is used in the discussion of health alterations affecting life processes. Students will also use the nursing process to foster health restoration and maintenance for diverse adult populations. Students will have the opportunity to continue their understanding of their role as healthcare team member. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 260C
Adult Human Caring Nursing I Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum: 90
Prerequisite: NRG230, NRG230C, BIO225
Concurrent Prerequisite: None
Co-Requisite: NRG260
This course focuses on alterations in adult and older adult life processes, including effects on the client's family. Students will develop professional skills as they progress towards practice-ready nursing. The nursing process is used to support clinical decisions to foster health restoration and maintenance for diverse adult and older adult populations. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse adult and older adult clients and their families. A variety of clinical health care agencies, hospitals, and simulated clinical settings are used to support instruction.

NRG 275
Nutrition for Human Health & Wellbeing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NUT100
Concurrent Prerequisite: None
Co-Requisite: None
This course expands on the nutritional concepts introduced earlier in the program. Topics included are nutrients and the nutritional requirements needed to maintain nutritional balance, support growth, and development. The course focuses on identifying and caring for the nutritional needs of diverse client populations. Students will use an evidence-informed approach as a means of preventing and treating illness. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 285
Information Technology for Human Caring Nursing
Method of Delivery: Online
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Co-Requisite: None
This course focuses on the integration of theoretical nursing knowledge with informational sciences. Students will be introduced to health informational systems support data to help build communication and information literacy skills needed to integrate informatics into practice. Students will use appropriate databases to search for evidence-informed research to enhance the connection between the human element of caring and technology. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 290
Adult Human Caring Nursing II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG260, NRG260C or NRG261C
Concurrent Prerequisite: None
Co-Requisite: NRG290C or NRG291C or NRG292C
In this course, students will continue their focus on the needs of diverse populations of adult and older adult clients and their families. This course incorporates health promotion and management of conditions that require acute and chronic care for adult and older adult clients. The nursing process and clinical judgement are used throughout the course. Students will have the opportunity to continue their understanding of their role as healthcare team members. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 290C
Adult Human Caring Nursing II Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG260, NRG260C or NRG261C
Concurrent Prerequisite: None
Co-Requisite: NRG290
In this course, students will focus on alterations in adult and older adult life processes, unstable illnesses, and effects on the client's family in a variety of healthcare settings. Students will continue their development of professional skills as they advance towards practice-ready nursing. The nursing process is used to support advancing clinical decisions to foster health restoration and maintenance for diverse adult and older adult populations. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse adult and older adult clients and their families. Students will relate to health promotion and management of critically and chronically ill clients with complex, multi-system health problems.

NRG 291C
Adult Human Caring Nursing II Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum: 75
Prerequisite: NRG260, NRG260C
Concurrent Prerequisite: None
Co-Requisite: NRG290
In this course, students will focus on alterations in adult and older adult life processes, unstable illnesses, and effects on the client's family in a variety of healthcare settings. Students will continue their development of professional skills as they advance towards practice-ready nursing. The nursing process is used to support advancing clinical decisions to foster health restoration and maintenance for diverse adult and older adult populations. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse adult and older adult clients and their families. Students will relate to health promotion and management of critically and chronically ill clients with complex, multi-system health problems.

NRG 315
Maternal/Newborn Family Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Co-Requisite: NRG315C
This course provides theoretical instruction related to caring for childbearing families and newborns. Topics include prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, intervention for the care of the newborn, post-partum care, possible high-risk complications, high-risk labor and delivery, and high-risk newborns. Students will learn about concepts applicable to basic needs and the support of the family during this period of change. Emphasis is placed on the physiological and psychological changes that occur during pregnancy. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 315C
Maternal/Newborn Family Nursing Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 8
Clinical/Externship/Practicum: 45
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Co-Requisite: NRG315
The course provides clinical application in the care of the woman during the stages of pregnancy and the care of the newborn. This course focuses on the safe care of these vulnerable client populations in a variety of community health agencies and hospitals. Students will have the opportunity to perform a health assessment and develop a plan of care for the pregnant woman and newborn child.

NRG 330
Pediatric Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Co-Requisite: NRG330C
This course provides detailed theoretical instruction on the family-centered care of the pediatric client. Topics include an introduction to care of the pediatric client; health promotion and maintenance; the hospitalized child; care of the child with chronic, complex, and acute disorders from newborn to adolescence; the child with special needs; and care of the dying pediatric client. Students will review the basic needs and support of the child's family. An emphasis is placed on the physiological and psychological changes that occur during childhood. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 330C
Pediatric Human Caring Nursing Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 8
Clinical/Externship/Practicum: 45
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Co-Requisite: NRG330
This course provides clinical application of theory content as relates to the care of the pediatric client and their family, knowledge of nursing theory, concepts, skills, competencies and procedures. This course focuses on the safe care of the pediatric client population and their families, including the physiological and psychological changes that occur during childhood. Students will have the opportunity to develop, implement, and evaluate a health assessment and plan of care for the pediatric client as a healthcare team member. Family and client support and education are addressed along with therapeutic communication. Clinical experiences are provided in multiple health care pediatric settings.

NRG 350
Human Caring Nursing Seminar III
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG250
Concurrent Prerequisite: None
Co-Requisite: None
This course examines the challenges in staffing, resources, and compassion fatigue which can result in nursing and health care conflict through nurses feeling under-cared for or under-valued. Students will be exposed to the importance of the need for a strong and supportive nursing community with loving kindness. Watson's Caring Science and Human Caring Theory will be applied to a Caring Conflict Resolution Model. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 375
Evidence Informed Practice for Human Caring Nursing
Method of Delivery: Online
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Co-Requisite: None
This course will include the process of integrating research evidence and client preferences into healthcare decision making. This course is designed to assist students in developing a sense of inquiry, as well as an increased understanding of research approaches. Students will learn how to critique, interpret, and apply evidence-informed research to client-centered care. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 376
Evidence Informed Practice for Human Caring Nursing
Method of Delivery: Online
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Co-Requisite: None
This course will include the process of integrating research evidence and client preferences into healthcare decision making. This course is designed to assist students in developing a sense of inquiry, as well as an increased understanding of research approaches. Students will learn how to critique, interpret, and apply evidence-informed research to client-centered care. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 416
Community Health Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C
Concurrent Prerequisite: None
Co-Requisite: None
This course provides an overview of human caring nursing as it applies to health promotion and disease prevention at the community level. Principles of biostatistics and epidemiology are introduced. This course focuses on providing holistic care in collaboration with community members and healthcare team members. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 416C
Community Health Human Caring Nursing
Method of Delivery: Blended
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG290, NRG291C
Concurrent Prerequisite: None
Co-Requisite: NRG416
California students have the option of choosing to take this course in conjunction with NRG416. In this course, students will have the opportunity to apply concepts of human caring nursing to health promotion and disease prevention at the community level. Clinical judgment is used to support advancing holistic care in collaboration with community members and healthcare team members. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.
While not a requirement for graduation from the BSN program, students enrolled in the BSN program at one of Unitek College's campuses in California may choose to take the elective clinical course NRG416C concurrently with the required theory course NRG416 in order to qualify for the state of California's [Public Health Certificate – official name of cert?] certification. Students interested in this optional certification must notify their Program Dean before starting their 7th semester of the full BSN program or their 3rd semester of the Nursing core.

NRG 430
Complex Health Human Caring Nursing I
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Co-Requisite: NRG430C or NRG431C
In this course, the focus is on application and use of the nursing process to include critical thinking, reasoning, and judgment skills to identify, manage, and intervene on behalf of various health disorders across adult populations. Using current evidence-informed nursing practice, the student learns how to assess diverse clients, identify risk factors of diseases, and perform nursing actions for disease management to improve client outcomes, wellness, and health maintenance. Understanding the pathophysiology and etiology of body systems resulting in diseases is a fundamental aspect of this course. This course will focus on diseases and abnormalities related to fluid and electrolyte imbalances, endocrine, immunity, integumentary, musculoskeletal, reproductive, and renal disorders. Students will participate in multiple classroom engagement activities with a mixture of didactic instruction to master self-study techniques and to ensure lifelong learning. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 431C
Complex Health Human Caring Nursing I Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Co-Requisite: NRG430
This course is divided between at-hospital clinical experience and on-campus nursing simulations. The student will be assigned to a hospital rotation and follow a licensed registered nurse to develop professional skills as healthcare team member. Students will progress toward practice-ready nursing with a focus on human caring nursing and the use of evidence-informed practice. The remaining time will be spent in the simulation lab. In the simulation lab, the student will participate in faculty lead simulations and virtual reality simulations to improve critical thinking, reasoning, and judgment in caring for adult clients, following the Tanner Clinical Judgement Model. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse clients and their families.

NRG 431C
Complex Health Human Caring Nursing I Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG290, NRG291C
Concurrent Prerequisite: None
Co-Requisite: NRG430
This course is divided between at-hospital clinical experience and on-campus nursing simulations. The student will be assigned to a hospital rotation and follow a licensed registered nurse to develop professional skills as healthcare team member. Students will progress toward practice-ready nursing with a focus on human caring nursing and the use of evidence-informed practice. The remaining time will be spent in the simulation lab. In the simulation lab, the student will participate in faculty lead simulations and virtual reality simulations to improve critical thinking, reasoning, and judgment in caring for adult clients, following the Tanner Clinical Judgement Model. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse clients and their families.

NRG 445
Complex Health Human Caring Nursing II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG430, NRG430C or NRG431C
Concurrent Prerequisite: None
Co-Requisite: NRG445C or NRG446C
This course expands on the application and use of the nursing process to include critical thinking, reasoning, and judgment skills to identify, manage, and intervene on behalf of various health disorders across adult populations. Using current evidence-informed nursing practice, the student will learn how to assess diverse clients, identify risk factors of diseases, and perform nursing actions for disease management to improve client outcomes, wellness, and health maintenance. Students will understand the pathophysiology and etiology of body systems that result in disease as a fundamental aspect of this course. This course will focus on diseases and disorders of the following body systems: gastrointestinal, cardiology and perfusion, respiratory, hematology and oncology, and neurological. Students will participate in multiple classroom engagement activities with a mixture of didactic instruction to master self-study techniques and to ensure lifelong learning. The concepts of Watson’s Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 446C
Complex Health Human Caring Nursing II Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG430, NRG430C
Concurrent Prerequisite: None
Co-Requisite: NRG445
This course is a continuation of Complex Health Caring Nursing I. In this course the student will have an opportunity for at-hospital clinical experiences and on-campus nursing simulations. The student will be assigned a hospital rotation and follow a licensed registered nurse to continue to develop professional skills as a healthcare team member to progress toward practice-ready nursing. Students will focus on applying compassionate care and the use of evidence-informed practice. In the simulation lab, the student will participate in faculty lead simulations and virtual reality simulations to continue to improve critical thinking, reasoning, and judgment in caring for adult clients, following the Tanner Clinical Judgement Model. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse adult clients and their families. A variety of adult populations, clinical health care agencies, hospitals, and simulated clinical settings are used to support instruction.

NRG 446C
Complex Health Human Caring Nursing II Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG430, NRG431C
Concurrent Prerequisite: None
Co-Requisite: NRG445
This course is a continuation of Complex Health Caring Nursing I. In this course the student will have an opportunity for at-hospital clinical experiences and on-campus nursing simulations. The student will be assigned a hospital rotation and follow a licensed registered nurse to continue to develop professional skills as a healthcare team member to progress toward practice-ready nursing. Students will focus on applying compassionate care and the use of evidence-informed practice. In the simulation lab, the student will participate in faculty lead simulations and virtual reality simulations to continue to improve critical thinking, reasoning, and judgment in caring for adult clients, following the Tanner Clinical Judgement Model. This course emphasizes compassionate health management, therapeutic communication, client/family education, and community resources for diverse adult clients and their families. A variety of adult populations, clinical health care agencies, hospitals, and simulated clinical settings are used to support instruction.

NRG 461
Leadership & Management for Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG445, NRG445C, NRG350
Concurrent Prerequisite: None
Co-Requisite: None
In this course students will examine characteristics of management and leadership styles of a human caring nurse professional. This course will focus on theories of conflict resolution and change. Delegation and coordination of care with other health professionals is examined. Strategic management of budgets and resource utilization, along with legal and ethical issues are covered.

NRG 461
Leadership & Management for Human Caring Nursing
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG445, NRG446C, NRG350
Concurrent Prerequisite: None
Co-Requisite: None
In this course students will examine characteristics of management and leadership styles of a human caring nurse professional. This course will focus on theories of conflict resolution and change. Delegation and coordination of care with other health professionals is examined. Strategic management of budgets and resource utilization, along with legal and ethical issues are covered.

NRG 475
BSN Transition to Practice
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Co-Requisite: NRG475C
This course provides an opportunity for the application of learned theories and concepts in the implementation of the role of the human caring nurse. Students will synthesize and apply acquired knowledge of professional nursing standards, clinical judgement, and ethical problem-solving. Students will utilize evidence-informed practice and trends in caring for clients in a variety of acute, long-term and community settings. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 475C
BSN Transition to Practice Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Co-Requisite: NRG475
This course provides transition to practice application of learned theories and concepts. Students will work in partnership with a nurse preceptor in the clinical setting. Students will synthesize and apply acquired knowledge of evidence-informed practice and trends to deliver quality, client-centered care.

NRG 490
BSN Human Caring Nursing Capstone
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Co-Requisite: NRG490C
This course provides an additional opportunity for students to apply learned theories and concepts in the implementation of the role of the human caring nurse. Students will reflect on the attainment of the AACN Essentials of Education for Human Caring Nursing Practice and the Core Principles of decision making, evidence-informed practice, client-centered care, population-focused nursing, leadership, self-directed learning, informatics and collaboration. The NCSBN NCLEX test plan will help guide preparation for licensure. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

NRG 490C
BSN Human Caring Nursing Capstone Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Co-Requisite: NRG490
This course continues to provide a transition to practice application of learned theories and concepts. Students will work in partnership with a nurse preceptor in the clinical setting. Students will synthesize and apply acquired knowledge of evidence-informed practice and trends to deliver quality, client-centered care. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PHT101
Introduction to Physical Therapy
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, BIO215, BIO215L
Concurrent Prerequisite: None
Co-Requisite: None
In this initial program course, students 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 within the current healthcare delivery system and in different practice settings. Scope of practice issues concerning direction and supervision are introduced, as well as the concepts of state practice acts, licensing, and legal and ethical responsibilities. Students begin building communication and documentation skills and develop self-awareness and sensitivity to patients' rights and cultural diversity. This course also introduces the student to performing a professional literature search.

PHT122
Health, Disease & Disability
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, BIO215, BIO215L
Concurrent Prerequisite: None
Co-Requisite: None
This course explores current concepts related to maintaining wellness and encouraging prevention. It also investigates the etiology of disease and dysfunction 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 individuals to participate in major life activities.

PHT124
Applied Kinesiology
Method of Delivery: Residential
Credits: 4
Lecture Hours: 30
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, BIO215, BIO215L
Concurrent Prerequisite: None
Co-Requisite: None
This course provides instruction in human movement science through integrated lectures and laboratories. 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, and the principles of physics related to 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, normal and abnormal posture, and gait analysis.

PHT130
PTA Seminar I
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: ENG 100, ENG 115, PSY 115, PHT 101, PHT 122, and PHT 12
Concurrent Prerequisite: None
Co-Requisite: None
This is the first of two seminar classes in the PTA curriculum. This class builds on information introduced in the Introduction to Physical Therapy course, 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 include reporting suspected cases of abuse to vulnerable populations, reporting suspected cases of fraud and abuse related to the utilization of and payment for PT services, reviewing health records, APTA Value-Based Behaviors, and reviewing the ICF model of functioning disability and health.

PHT131
Pharmacology
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: ENG 100, ENG 115, PSY 115, PHT 101, PHT 122, and PHT 124
Concurrent Prerequisite: None
Co-Requisite: None
Pharmacology course introduces students to the origin, properties, and effects of drugs. An overview of the over-the-counter and prescribed medications 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.

PHT132
Therapeutic Procedures I
Method of Delivery: Residential
Credits: 4
Lecture Hours: 30
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: ENG 100, ENG 115, PSY 115, PHT 101, PHT 122, and PHT 124
Concurrent Prerequisite: None
Co-Requisite: None
As the first of two procedures courses, Therapeutic Procedures I focuses on safely performing basic patient assessment and management skills and presenting a practical approach to functional activities. Topics included in the lecture and laboratory are infection control procedures, essential 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 builds upon the communication and documentation skills introduced in PHT 101-Introduction to Physical Therapy.

PHT134
Therapeutic Exercise
Method of Delivery: Residential
Credits: 4
Lecture Hours: 30
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: ENG 100, ENG 115, PSY 115, PHT 101, PHT 122, and PHT 124
Concurrent Prerequisite: None
Co-Requisite: None
This course emphasizes a comprehensive understanding of the theoretical concepts, related assessments, and practical applications of therapeutic exercise. Measurements for segmental length, girth, and volume are included. The exercise concepts of strength, resistance, endurance, relaxation, and overuse are instructed in relation to the implementation of treatment programs.

PHT136
Modalities
Method of Delivery: Residential
Credits: 4
Lecture Hours: 30
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: ENG 100, ENG 115, PSY 115, PHT 101, PHT 122, and PHT 124
Concurrent Prerequisite: None
Co-Requisite: None
This course explores the theories and therapeutic applications of mechanical devices and physical agents. Students will develop an understanding of the physiological effects associated with modalities such as massage, heat, cold, water, light, sound, traction, compression, electrical stimulation, and biofeedback. They will administer interventions using various apparatuses in the laboratory on simulated patients in a safe and effective manner

PHT240
PTA Seminar II
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: PHT130, PHT131, PHT132, PHT134, PHT136
Concurrent Prerequisite: None
Co-Requisite: None
This second of two seminar courses builds on previous PTA courses' cumulative academic and clinical knowledge. Students explore current issues affecting the delivery of physical therapy services in the dynamic U.S. healthcare industry. The course provides an overview of practice settings and specialty areas in physical therapy, along with the impact of current legislation on service delivery and reimbursement. Additionally, professional, legal, and ethical issues are reviewed and updated. The course includes a unit on negotiation and conflict resolution and a project researching the impact of culture on healthcare delivery.

PHT241
Clinical Affiliation I
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 120
Prerequisite: PHT130, PHT131, PHT132, PHT134, PHT136
Concurrent Prerequisite: None
Co-Requisite: None
In the first clinical affiliations, students are expected to complete 120 hours of clinical education working under the supervision of a licensed physical therapist and/or physical therapist assistant. Students are assigned to contract sites representing a variety of practice settings, including hospitals, outpatient clinics, and extended care facilities, among others. This introduction to clinical practice provides basic exposure to physical therapy environments. It allows students to practice and document elementary assessment measurements, patient management activities, and therapeutic procedures from the PT plan of care. Students will also have an opportunity to build communication skills with clients and members of the healthcare delivery team.

PHT242
Therapeutic Procedures II
Method of Delivery: Residential
Credits: 4
Lecture Hours: 30
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: PHT130, PHT131, PHT132, PHT134, PHT136
Concurrent Prerequisite: None
Co-Requisite: None
This course expands the knowledge and skills gained from previous classes while investigating techniques used in specialty areas of physical therapy practice. This course explores cardiovascular and pulmonary conditions, burn care, mastectomy, amputation, and lymphedema. The required measurement and mobility assessments include information regarding compression garments, prostheses, and orthoses. 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.

PHT244
Applied Orthopedics
Method of Delivery: Residential
Credits: 4
Lecture Hours: 30
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: PHT130, PHT131, PHT132, PHT134, PHT136
Concurrent Prerequisite: None
Co-Requisite: None
This course synthesizes the musculoskeletal information presented in anatomy, physiology, and kinesiology to enhance students' knowledge of orthopedic conditions and dysfunction throughout their lifespan. In the accompanying laboratory sessions, assessment tests, measurement techniques, and therapeutic exercise regimens for the orthopedic client are instructed using a regional approach.

PHT246
Applied Neurology
Method of Delivery: Residential
Credits: 4
Lecture Hours: 30
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: PHT130, PHT131, PHT132, PHT134, PHT136
Concurrent Prerequisite: None
Co-Requisite: None
Through integrated lectures 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, emphasizing performing appropriate treatment interventions for different stages of neurological rehabilitation. In addition, students will learn to implement activities to address balance and coordination dysfunction. The course includes both pediatric and adult disorders

PHT250
PTA Capstone
Method of Delivery: Residential
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: PHT240, PHT241, PHT242, PHT244, PHT246
Concurrent Prerequisite: None
Co-Requisite: None
This course prepares the soon-to-be PTA graduate for successful employment. Topics include the California Jurisprudence Exam, study plans for licensure examination beyond graduation, and interview tips from area physical therapy employers. Additional topics include finding a first job that aligns with the student's values and negotiating salary and benefits. This course provides a debriefing of Clinical Affiliation II and final preparations for Clinical Affiliation III.

PHT252
Clinical Affiliation II
Method of Delivery: Residential
Credits: 6
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 280
Prerequisite: PHT240, PHT241, PHT242, PHT244, PHT246
Concurrent Prerequisite: None
Co-Requisite: None
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 delivering care under the supervision and direction of a clinical instructor.

PHT253
Clinical Affiliation III
Method of Delivery: Residential
Credits: 6
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 280
Prerequisite: PHT240, PHT241, PHT242, PHT244, PHT246
Concurrent Prerequisite: None
Co-Requisite: None
Clinical Affiliation III is the terminal clinical education experience and requires that students perform as physical therapist assistants entry-level practitioners by completing 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 maintain ethical standards of practice.

PNPRQ
Practical Nursing Prerequisite
Method of Delivery: Online
Credits: This is a clock hour course
Lecture Hours: 80
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
Passing this course is a requirement for admission to the Practical Nursing Diploma Program. The course assists in identifying at-risk students who may not succeed in the Practical 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 Practical 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 instruction typically completed in 2.5-3 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). This course is excluded from the institution's grant of accreditation by ABHES. Students must complete this course with a cumulative score of at least 75% to pass. If a student fails this course, the student may be provided an opportunity to retake it one time. Students must receive approval from the Chief Academic Officer in order to take the course a 3rd time. Students may be required to pay all costs associated with retaking the course. Students wanting to retake this course should discuss their situation with an Admissions Advisor

RN200A
Health Assessment I Theory
Method of Delivery: Residential
Credits: 1.5
Lecture Hours: 24
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN200B
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

RN200B
Health Assessment I Skills
Method of Delivery: Residential
Credits: 0.5
Lecture Hours: 0
Lab Hours: 24
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN200A
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.

RN204A
Fundamentals Theory
Method of Delivery: Residential
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN204B
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.

RN204B
Fundamentals Skills Lab
Method of Delivery: Residential
Credits: 1.5
Lecture Hours: 0
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN204A
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

RN206
Pathophysiology
Method of Delivery: Online
Credits: 3.5
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

RN208A
Fundamentals Patient Theory
Method of Delivery: Residential
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: RN204A
Concurrent Prerequisite: None
Co-Requisite: RN208B
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.

RN208B
Fundamentals Patient Care Clinical/Skills
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 90
Clinical/Externship/Practicum: 0
Prerequisite: RN204B
Concurrent Prerequisite: None
Co-Requisite: RN208A
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.

RN212
Pharmacology
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

RN214A
Health Assessment II Theory
Method of Delivery: Residential
Credits: 1.5
Lecture Hours: 24
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: RN200A
Concurrent Prerequisite: None
Co-Requisite: RN214B
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.

RN214B
Health Assessment II Skills
Method of Delivery: Residential
Credits: 0.5
Lecture Hours: 0
Lab Hours: 24
Clinical/Externship/Practicum: 0
Prerequisite: RN200B
Concurrent Prerequisite: None
Co-Requisite: RN214A
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.

RN216A
Adult Health I Theory
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 90
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN32+B
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.

RN216B
Adult Health I Clinical
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 90
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN216A
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.

RN218A
Adult Health II Theory
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN218B
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.

RN218B
Adult Health II Clinical
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 90
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN218A
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.

RN220
Information Technology in Patient Care
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

RN222A
Mental Health Nursing Theory
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN222B
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 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.

RN222B
Mental Health Nursing Clinical
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 90
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN222A
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.

RN224A
Maternal/newborn Nursing Theory
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN222B
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.

RN224B
Maternal/newborn Nursing Clinical
Method of Delivery: Residential
Credits: 1.5
Lecture Hours: 0
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN224A
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.

RN330A
Pediatric Nursing Theory
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN330B
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.

RN330B
Pediatric Nursing Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 45
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN330A
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.

RN332
Nutrition, Health & Wellness
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

RN400A
Leadership & Management in Healthcare Theory
Method of Delivery: Residential
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN400B
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.

RN400B
Leadership & Management in Healthcare Clinical
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 90
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN400A
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.

RN402**
Evidence-based Practice
Method of Delivery: Online
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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.

RN404A
Complex Adult Health Theory
Method of Delivery: Residential
Credits: 2
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN404B
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.

RN404B
Complex Adult Health Clinical
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 90
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN404A
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.

RN406A
Community Health Nursing Theory
Method of Delivery: Residential
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN406B
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.

RN406B
Community Health Nursing Clinical
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 90
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN406B
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.

RN408A
Capstone Course Theory
Method of Delivery: Residential
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN408B
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.

RN408B
Capstone Course Clinical
Method of Delivery: Residential
Credits: 3
Lecture Hours: 0
Lab Hours: 90
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: RN408A
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.

VN PRQ
Vocational Nursing Prerequisite Course
Method of Delivery: Online
Credits: This is a clock hour course
Lecture Hours: 80
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: None
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 provided with one (1) opportunity to retake it. Students failing a second course attempt must wait one (1) year from the last attempt to repeat the prerequisite course. After one year, the student will have two new attempts to successfully complete the course. 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.

VN100
Nursing Fundamentals – Theory
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 226
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: VN101
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.

VN101
Nursing Fundamentals – Clinical/Skills
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 0
Lab Hours: 224
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: None
Co-Requisite: VN100
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.

VN200
Introduction of Pharmacology
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 32
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful completion of Term 1
Concurrent Prerequisite: None
Co-Requisite: None
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

VN201
Medical Surgical I – Theory
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 154
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: VN200
Concurrent Prerequisite: None
Co-Requisite: VN202
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.

VN202
Medical Surgical I – Clinical
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 0
Lab Hours: 264
Clinical/Externship/Practicum: 0
Prerequisite: VN200
Concurrent Prerequisite: None
Co-Requisite: VN201
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.

VN300
Maternal/Newborn – Theory
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 32
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful Completion of Term 2
Concurrent Prerequisite: None
Co-Requisite: VN301
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.

VN301
Maternal/Newborn – Clinical
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 0
Lab Hours: 32
Clinical/Externship/Practicum: 0
Prerequisite: Successful Completion of Term 2
Concurrent Prerequisite: None
Co-Requisite: VN300
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.

VN302
Pediatrics – Theory
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 32
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful Completion of Term 2
Concurrent Prerequisite: None
Co-Requisite: VN303
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.

VN303
Pediatrics – Clinical
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 0
Lab Hours: 32
Clinical/Externship/Practicum: 0
Prerequisite: Successful Completion of Term 2
Concurrent Prerequisite: None
Co-Requisite: VN302
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.

VN304
Medical Surgical II – Theory
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 146
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful Completion of Term 2
Concurrent Prerequisite: None
Co-Requisite: VN305
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.

VN305
Medical Surgical II – Clinical
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 0
Lab Hours: 408
Clinical/Externship/Practicum: 0
Prerequisite: Successful Completion of Term 2
Concurrent Prerequisite: None
Co-Requisite: VN304
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.

VN306
Professional Development
Method of Delivery: Residential
Credits: This is a clock-hour program
Lecture Hours: 38
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: Successful Completion of all prior courses
Concurrent Prerequisite: None
Co-Requisite: None
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

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

Charge	Dental Assisting
Tuition	$ 15,340
Registration Fee	$40
Books and Supplies	$403
Lab Fee	$910
Program Fees	$179
Technology Fees	$293
STRF	$0
Total Program Costs	**$17,165**

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

Charge	Medical Assisting	Medical Office Administration
Tuition	$13,872	$13,033.28
Registration Fee	$40	$40
Books and Supplies	$358	$351

Lab Fee	$40	$95
Program Fees	$262	$200
Technology Fees	$304	$304
STRF	$0	$0
Total Program Costs	**$14,875.52**	**$14,023.28**
OPT-IN FOR CHROMEBOOK Cost	($485)	($485)

Modular Diploma Programs (Sacramento, Bakersfield campuses)

Charge	Medical Assisting	Medical Office Administration
Tuition	$12,789	$11,952
Registration Fee	$40	$40
Books and Supplies	$358	$351
Lab Fee	$40	$95
Program Fees	$262	$200
Technology Fees	$304	$304
STRF	$0	$0
Total Program Costs	**$13,793.92**	**$12,941.68**
OPT-IN FOR CHROMEBOOK Cost	($485)	($485)

Physical Therapist Assistant Program (Sacramento)

Charge	Physical Therapist Assistant
Tuition	$40,346.80
Registration Fee	$150
Books and Supplies	$897
Lab Fee	$250
Program Fees	$737

Technology Fees	$348
STRF	$0
Total Program Costs	**$42,729**

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

Charge	VN PRQ	VN	PRQ RETAKE	BSN – AP	BSN – Full
Tuition	$1,425.84	$34,825.44	$718	$103,352.00	$140,281.00
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	$0	$0	$0	$0
**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)			

Total Program Costs	**$1,854.84**	**$39,751.44**	**$869.60**	**$111,098**	**$148,541.00**
Total With Scholarships		**$37.751.44**		**$96,098.00**	

Pre-Licensure Nursing (Bakersfield campus)

Charge	**VN PRQ**	**VN**	**PRQ RETAKE**	**BSN – AP**	**BSN – Full**
Tuition	$722	$33,886.32	$308.88	$103,351	$140,280
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	$0	$0	$0	$0
**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)			

Total Program Costs	**$1,151.80**	**$38,812.32**	**$460.88**	**$111,098**	**$148,541**
Total Program Cost with Alumni Scholarships		**36,812.32**		**$96,098**	

Pre-Licensure Nursing (Sacramento campus)

Charge	VN PRQ	VN	PRQ RETAKE	BSN – AP	BSN – Full
Tuition	$1,426	$33,886	$718	$103,351	$140,280
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	$0	$0	$0	$0
**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)			
Total Program Costs	**$1,855**	**$38,812**	**$870**	**$111,098**	**$148,541**

Total Program Cost with Alumni Scholarships		**$36,812**		**$96,098**	

Professional Development Retake

Charge	PROF DEVEL RETAKE
Tuition	$597
Registration Fee	$0
Books and Supplies	$0
Technology Fee	$4
Program Fee	$53
STRF	$0
Total Program Costs	**$654**

RN course enrollments (Fremont campus)*

Charge	INT – MED SURG	INT – OB
Tuition	$11,908	$9,5948
Books and Supplies	$150	$15
Application Fee	$275	$275
Registration Fee	$265	$265
Lab Fee	$4	$4
Program Fees	$65	$65
Technology Fees	$0	$0
STRF	$0	$0
Total Program Costs	**$12,667**	**$10,708**

*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	$18,928	$18,928
Registration Fee	$150	$150
Books/Supplies	$245	$245
Lab Fee	$300	$300
Technology Fee	$168	$168
Program Fee	$32	$32
STRF	$0	$0
Total Fees	**$19,822**	**$19,822**

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

30 Unit For LVN To RN

Charge	30 Unit For LVN To RN
Tuition	$32,701
Registration Fee	$105
Books and Supplies	$708
Total Fees	**$33,559.00**

Cost for Current Period of Enrollment	
Applies to the Concord, San Jose and Sacramento Campuses: **Dental Assisting**	
Period 1	$9,537.50
Period 2	$7,670.00
Total	**$17,207.50**
Applies to the Concord, Fremont, Hayward, San Jose and South San Francisco Campuses: **Medical Assisting**	

Period 1	$7,977.26
Period 2	$6,935.76
Total	**$14,913.02**
***Applies to the Concord, Fremont, San Jose Campuses:* Medical Office Administration**	
Period 1	$7,541.64
Period 2	$6,516.64
Total	**$14,058.28**
***Applies to the Bakersfield and Sacramento Campuses:* Medical Assisting**	
Period 1	$7,433.96
Period 2	$6,394.96
Total	**$13,828.92**
***Applies to the Sacramento Campus –* Medical Office Administration**	
Period 1	$6,998.34
Period 2	$5,975.84
Total	**$12,974.18**
***Applies to the Sacramento Campus:* Physical Therapist Assistant**	
Period 1	$7,337.04
Period 2	$7,306.14
Period 3	$8,999.26
Period 4	$10,264.94
Period 5	$8,928.92
Total	**$42,836.30**
***Applies to the Concord, Fremont, Hayward, San Jose and South San Francisco Campuses:* Vocational Nursing**	
Term 1	$15,081.15
Term 2	$12,385.15
Term 3	$12,385.14

Total	**$39,851.44**
***Applies to the Bakersfield and Sacramento Campuses:* Vocational Nursing**	
Term 1	$14,765.61
Term 2	$12,072.11
Term 3	$12,072.10
Total	**$38,909.82**

***Applies to the Bakersfield, Concord, Fremont and Sacramento Campuses:* Bachelors of Science in Nursing**		
Charges are based on scheduled credits per Semester.		
	BSN – Full	**BSN – AP**
Semester 1	$15,663.61	$26,997.18
Semester 2	$14,258.58	$21,031.40
Semester 3	$16,295.52	$16,971.62
Semester 4	$21,218.50	$17,164.88
Semester 5	$21,218.50	$14,638.36
Semester 6	$16,228.51	$14,570.86
Semester 7	$15,497.12	$0
Semester 8	$14,749.90	$0
Semester 9	$13,782.61	$0
Total	**$148,912.85**	**$111,374.30**

***Applies to the Fremont Campus:* Associate of Science in Vocational Nursing**	
Charges are based on scheduled credits per Semester.	
Semester 1	$8,152.47
Semester 2	$7,057.58

Semester 3	$3,257.35
Total	**$18,467.40**

STUDENT FINANCE POLICIES

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

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

Student Financial Aid Rights

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

Eligibility Requirements

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

1. Be past the age for compulsory school attendance in the student's state, and not concurrently enrolled in high school, an elementary or secondary school program, or taking college credit to earn a high school diploma or GED.
2. Have proof of any of the following:

- US High School Diploma or transcript from a state approved or US Department of Education approved school
- E.D. certificate
- Associate's, Bachelor's or Master's Degree obtained from a US Department of Education Accredited school
- Foreign HS Transcript, Associates Degree Transcript, Bachelor's Degree Transcript, or Master's Degree Transcript evaluated to be the equivalent of a US High School

3. Be a US citizen, national or eligible permanent resident of the United States.
4. Be enrolled or admitted to a degree or diploma program at the college that is eligible for Federal Financial Aid.
5. Not owe repayment of a Federal Grant or be in default of a Federal Direct Student Loan or to the college.
6. Maintain Satisfactory Academic Progress as defined by the college's Standards for Academic Progress and published in the catalog.

Program Availability

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

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

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

made if deemed necessary.

Packaging

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

- Federal Pell Grant
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Parental Loan for Undergraduate Students (PLUS)
- Campus Based Programs (SEOG & Federal Work Study)

Applying for Financial Aid

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

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

Verification

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

Disclosures

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

Consumer Information

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

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

Need-Based Eligibility

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

1. Be enrolled in an eligible program of study as part-time or full-time
2. Be a 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-2018-2019-and-2019-2020-and-2020-2021.pdfhttps://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 may be withdrawn from the program.

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. The College reserves the right to terminate a student's enrollment if the student fails to meet any past, present and/or future scheduled financial obligations to the College. The College shall not be held liable if a student fails to secure any third-party funding source. Student acknowledges their financial obligations are strictly the responsibility of the student and/or any co-signer but never the College. Furthermore, the College is not responsible to provide a student with reminders and/or invoices of upcoming due dates for payments on a student's account. Any invoices and/or reminders sent to a 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 partner with third-party organizations (e.g., healthcare facilities, etc.) 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 third-party organization. Additionally, students enrolled through these third-party organizations may be charged a different tuition rate or fees based on the terms included in the respective third-party contracts.

FINANCIAL AID

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

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

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

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

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

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

Telephone: 877.557.2575

Fax: 606.396.4821

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

Federal Student Loan Information

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

Entrance Counseling Session: www.studentloans.gov

Exit Counseling Session: www.nslds.ed.gov

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

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

Private Lending Options

Private loans are available to students through various lending institutions to help pay educational expenses. Private loans, which are not insured by the federal government, have repayment terms that vary depending on the lender from which you borrow. The college encourages students to explore federal & state grants & loans, & to consider the anticipated monthly loan payments along with expected future earnings before considering a private education loan. Federal student loans are required by law to provide a range of flexible repayment options & loan forgiveness benefits, which private student loans are not required to provide. Generally, private loans require that the borrower is a U.S. Citizen, a U.S. national, or a permanent resident & must be creditworthy. International students

are eligible with a creditworthy cosigner (who must be a U.S. Citizen or permanent resident) & appropriate U.S. Citizenship & Immigration Service documentation. If the student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a creditworthy co-borrower. Most lenders expect you to have a qualified co-borrower before they will approve the loan. Interest rates & repayment terms vary between private lenders.

The college does not make any recommendations regarding private lender selection for students who decide to pursue private loan options. Students may borrow from any lender. Be sure to research & review each lender's terms & conditions before making a final decision. Please contact your selected lender to determine if the college is an eligible institution. If the college is approved, we will gladly certify your loan with your lender.

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

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

Cal Grant

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

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

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

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

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

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

Cal Grant Refund Policy

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

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

CANCELLATION POLICY

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 by 11:59PST on 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 by 11:59PST on 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

Refunds during the cancellation period

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, within 45 days after the notice of cancellation is received.
- Students are required to return all textbooks, Chromebooks, materials and supplies within 15 days of cancellation.

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 period of attendance 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 period of attendance 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, Chromebooks, materials and supplies 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 after the cancellation period.

Federal Financial Aid Refunds

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

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

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

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

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.

This institution ***will*** inquire about each veteran’s previous education and training, and request transcripts from all prior institution’s, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated, and credit will be granted, as appropriate.

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 28-1905 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.

In accordance with Title 38 US Code 3679(e), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (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.) (Ch.30) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA.

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.

To qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

CALIFORNIA STUDENT TUITION RECOVERY FUND

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Boulevard, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

number.

SCHOLARSHIPS

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 (PN) 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 requires the completion of the Free Application for Federal Student Aid (FAFSA).

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 BSN 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 requires the completion of the Free Application for Federal Student Aid (FAFSA).

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.

NATP Alumni Scholarship

This scholarship is available to graduates of Unitek Training Healthcare's Nurse Assistant Training Program (NATP) who enroll into any approved Diploma or Degree program at Unitek College within 12 months of successfully completing the NATP. This scholarship requires the completion of the Free Application for Federal Student Aid (FAFSA).

ADMISSIONS POLICIES

The College does not discriminate 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 regarding college admission, access, treatment, or employment in any of its activities or programs. All admitted students must be able to read, write and understand English (all courses at the college are taught in English and no translation services are provided). A student may be enrolled in only one educational program at a time.

The College reserves the right to deny admission or re-entry to any applicant or student based on the

following:

- Applicant or student is unlikely to benefit from its programs;
- Applicant or student discloses or is found to possess an adverse background that disqualifies them from:
  - participation in clinical/practicum or externship experiences required in a program; or
  - employment opportunities in the field for which the program is intended to prepare them; or
- An applicant or student's presence on campus or in the online academic environment is considered by the administration to be disruptive and/or potentially harmful to students, faculty and/or staff.

For certain programs, applicants or students may be eligible to gain clearance from program-specific oversight boards/agencies as it relates to adverse background issues. In the event an applicant or student is cleared by an authorized board/agency, they must provide evidence of clearance from program-specific boards prior to admission into the program of study.

Regardless, all students admitted to the College must adhere to the Student Code of Conduct, which prohibits conduct that significantly impairs the welfare or the educational opportunities of others within the college community.

General Admissions Requirements

Once an applicant has completed and submitted the application packet and required documentation, the school reviews the information and 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. ***Note***: Students must be 18 years of age at the start of any clinical or externship activity as required by their program of choice.
- Provide proof of completion of 12th grade level education (see Proof of High School Graduation below).
- Provide valid ID (Military IDs are prohibited).
- Must self-declare as a U.S. citizen or an eligible non-citizen as classified by the U.S. Department of Homeland Security.
- Must have a valid social security number or Federal Tax ID number (for pre-licensure programs, nursing pre-requisite courses, and/or for federal Title IV financial aid eligibility).
- Achieve the program's passing score on any required entrance exam(s), as applicable.

General Admissions Procedures

The College requires all applicants to complete the following process prior to admission:

1. Complete an Application for Admissions.
2. Attend a live or virtual planning session, which includes both career and academic goals, with an Admissions Representative. Admissions Representatives ensure that applicants meet the following

criteria before recommending for enrollment:

- Applicant's career goals are in line with the programs available.
- Applicant is motivated and has capacity to successfully meet the academic and career expectation in the field.
- Applicant has the ability to attend class regularly and succeed academically.
- Applicant has strong desire to seek employment and progress in their chosen field.

3. Take and pass any required program testing requirements, as applicable.
4. Complete a financial aid interview to develop a financial plan.
5. Complete the enrollment agreement with an Admissions Representative to include collecting all necessary documentation.
6. Meet with an appropriate Department Director to discuss any unusual enrollment circumstances or accommodations needed to successfully complete the program, as applicable.

Once all requirements have been completed, the Director of Admissions, Campus Director and/or applicable Academic Management review the application package for approval, and applicants are notified of their acceptance promptly.

The College reserves the right to deny admission previously accepted if any of the items listed above are not successfully completed or found to be falsely represented.

All prospective students are highly encouraged to review the College Catalog prior to signing an enrollment agreement. Prospective students are also encouraged to review any performance documentation which is provided prior to signing an enrollment agreement.

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*
- G.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.

*If the applicant's diploma or transcripts are unattainable, the College will verify directly with the applicant's high school via the use of a Verification Form for Proof of High School Graduation signed by the high school's Registrar or other high school official.

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, Validential or by members of either the Association of International Credential Evaluators or the National Association of Credential Evaluation Services. Any evaluation completed by another agency will not be accepted for completing the admissions process.

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

For applicants to Nursing degree programs:

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

Commission on Graduate of Foreign Nursing Schools

3600 Market Street, Suite 400

Philadelphia, PA 19104-2651

(215) 222-8454

www.cgfns.org

Student's Responsibility for Satisfying Academic Requirements

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

Physical Conditions

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

Applicants concerned about the physical demands of a program are encouraged to speak with their Admissions Representative, Program Director or Academic Dean. 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.

International Students

The College is currently not a Student and Exchange Visitor Program (SEVIS) certified school and is not authorized to issue I-20s to international students. Therefore, the College cannot enroll international students on an M1 or F1 visa into any Unitek College educational 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

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 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. Link to contact information for state boards of licensure so students can perform their own research and determination.

Similar licensure and certification disclosures are included on the college'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

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. An iPad is not considered a computer and therefore, will not support all functions required for programs.

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.

PROGRAMMATIC ADMISSION POLICIES

ADMISSIONS: ALLIED HEALTH PROGRAMS

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

Unitek

Admission to the College Physical Therapist Assistant program is limited to a maximum of 34 students per year. If the number of qualified applicants exceeds the maximum enrollment, 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 check 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. A minimum TEAS score of 59% is required; therefore, a score below 59% will neither be accepted nor ranked.
5. The minimum GPA is 2.5 on previous college course work. If the student does not have 12 credit hours, the high school GPA is used. A GPA below 2.5 will be neither accepted nor ranked.

Competitive Admissions Process will be applied when there are more candidates than open spaces in the program cohort.

Competitive Admission Process	Points Possible
TEAS exam composite score	Up to 30
College GPA (12 hours). High school GPA / General or Education Development test (GED) will be considered without 12 hours of college credit.	Up to 20
Total:	**Up to 50 points**

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 reattempting 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 student receives a positive drug test or 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 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). If needing to contact the program/institution directly, please call 916-536-7030 or email 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)

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[1]	55
High school GPA / General Education Development test (GED)[2]	15
Conferred degree in any field	10
Work experience in health care	10
Unitek Learning graduate (any certificate, diploma, or degree)	5

Veteran	5
Total Points	**100**

1 – Please note that the minimum TEAS score is 58.7%; therefore, a score below 58.7% will neither be accepted nor ranked.

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 7.5.

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[1]	45
2.5 GPA in Sciences: Microbiology, Human Anatomy & Human Physiology	15
2.5 Cumulative General Education GPA	10
Work experience in health care	10
Conferred degree/diploma/certificate in any field	5
Unitek Learning ASVN graduate	5
Unitek Learning VN/PN graduate	5
Veteran	5
Total Points	**100**

1 – Please note that the minimum TEAS score is 58.7%; therefore, a score below 58.7% will neither be accepted nor ranked.

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)

Admission Requirements include:

Official transcript(s) demonstrating graduation from a nursing-board-approved Vocational Nursing or Practical Nursing Program are required prior to completion of the enrollment process; 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/PRACTICAL NURSING PREREQUISITE COURSE (VN/PN PRQ)

In addition to the school's General Admissions Policies, the following criteria must be met for admission to the Vocational/Practical 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

Students must complete this course with a cumulative score of at least 75% to pass. Students failing this course are provided with one (1) opportunity for retake. Students failing a second course attempt must wait one (1) year from the last attempted course end date to repeat the prerequisite course. After one year, the student will be considered "new" and will have two new attempts to successfully complete the course. Students may be required to pay all costs associated with retaking the course as applicable for a retake or as a new student after the one-year waiting period. Students wanting to retake this course should discuss their situation with an Admissions Representative.

Please note that students applying to the Vocational/Practical Nursing program must have a clear criminal background check to begin the Vocational/Practical Nursing program. Additionally, students taking the PRQ course must interview with the VN/PN 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

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.
5. Achieve a score of at least 17 on the Scholastic Level Exam (SLE-Q)

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 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

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

IMMUNIZATIONS / VACCINATIONS

Based on the program of interest, additional immunization verification after enrollment may be required. Evidence of the following vaccinations is not an admissions requirement but is due prior to beginning any externship/practicum/clinical site rotation. Verbal confirmation of immunization status is not acceptable, written documented proof from a healthcare provider will be required. Please consult your campus Nursing Dean or Program Director for specific immunization requirements. Immunizations required may include, but are not limited to:

- Physical Examination Form * ***For Nursing programs only.***
- Two MUMPS, MEASLES and RUBELLA vaccinations or positive titers showing immunity.
- Two VARICELLA vaccinations or a positive titer showing immunity. (*A history of chicken pox does not satisfy this requirement.)*
- Positive HEPATITIS B surface antibody titer. If negative, three Hepatitis B vaccines completed, must be followed by a titer after last vaccination.
- Tdap/DTAP within ten (10) years.
- Negative PPD (TB) or a negative chest X-ray if previously tested positive
- Flu & H1N1 immunization record documented for the current season. *(Current vaccines are usually available between August through March)*
- COVID-19 vaccination (all applicable doses).
- Hepatitis C, negative screening (if required by clinical sites). If positive, you must have Doctor's clearance to attend the program and care for patients. **** For Nursing programs only.***

COVID-19 & Flu Vaccination Requirement:

During the program, you will be rotating at externship/practicum/clinical sites which require the COVID-19 and/or Flu vaccination. Therefore, you must be fully vaccinated for COVID-19 (all applicable

doses) as well as the Flu vaccination and be able to show proof of such at least 4 weeks prior to beginning your first scheduled rotation. If your assigned site requires vaccination and you have a legitimate medical or religious reason for not getting vaccinated, you may apply for an exemption by submitting a completed Student Vaccine Exemption Request Form; however, approval of this exemption does not guarantee placement. Please see your Nursing Dean or Program Director for details and how to obtain the exemption request form.

BACKGROUND CHECKS & DRUG SCREENING

A criminal background may prevent an individual from participating in clinical training or externship placement, obtaining licensure or certification and/or obtaining employment in their chosen field. When a criminal background must be fully investigated by a licensure or certification board, it may take up to one year or longer in order to obtain a decision. For programs which lead to licensure or certification, applicants will be required to initiate and undergo a background check verification upon enrollment and/or prior to clinical or externship placement. Applicants or students with a criminal background must immediately notify the applicable Program Director or Academic Dean and must check with the relevant licensure or certification board for their stance towards various criminal background situations. For some state licensure boards, a more formal verification process may be available to determine whether an individual's criminal background will pose challenges regarding licensure. For those campuses in states where this formal verification process is available, applicants and/or students will be asked to engage the respective licensure board through this formal process prior to enrollment, when possible, and/or prior to clinical placement. Please consult your Program Director or Academic Dean to determine if you are in a state where this formal verification process is available.

A positive background check may include, but is not limited to, any of the following:

- Any and all felony convictions or pending charges
- Misdemeanor convictions or pending charges involving the following:
  - Assault or battery
  - Sexual offense or sexual assault
  - Weapons possession
  - Fraud or theft
  - Child or elder abuse
  - Driving while under the influence (DUI)
  - Drug Violations
- Active probation (for any offense, including offenses not listed above)

If any criminal conviction(s) 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. A criminal charge without disposition or conviction will be reviewed and considered on a case-by-case basis. These issues will be discussed with the individual applicant or

student in a confidential manner.

Students may be subject to additional background checks and drug screening at any time if requested by the College, a clinical facility, employer, or externship site. During a students enrollment they may undergo multiple checks within a year and 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. 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 and/or any offenses that may occur during a students enrollment. Should a student's educational progress be interrupted, a new background check will be required upon readmission to the program.

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

CREDIT FOR PRIOR EDUCATION

All applicants to the College are eligible to apply for credit-granting. Applicants wishing to have their prior education assessed for credit granting must 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. 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 at the official U.S. government website https://www.benefits.va.gov/gibill.

Students who request to transfer credits from previously attended institutions are required to submit official transcripts to the Registrar's Office via electronic submission, or sealed official transcripts sent from the originating institution to the campus/campus designee, prior to the first day of class. To be

considered official, transcripts must be sent directly from the originating institution.

Upon receipt of official transcripts, credit will be granted in accordance with this policy. 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', or as outlined in specific program policies relating to transfer credit. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes.

International transcripts must be accompanied by an evaluation from a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES).

Students are required to either submit official transcripts by their start date or waive their option to bring in transfer credits. If students are in progress (IP) in a current course at another institution, they must provide proof of this on their official transcripts prior to their start date. Students must then submit new official transcripts within 30 days of course completion to receive transfer credit for the IP course. In the event a transferring institution does not include IP courses on their official transcripts, the student may provide unofficial transcripts in the interim until final official transcripts are available showing the completed course. Students who fail to submit official transcripts prior to the final day of the first term/semester may be denied transfer credit.

Please note that course schedules based on unofficial transcript evaluations are subject to change if information contained in the official transcript differs from the unofficial transcript.

Transfer credit based on a different unit of credit than the one prescribed by the College is subject to conversion before being transferred. Transfer credit for paired courses must meet the requirements for both courses. No credit(s) shall be granted for partial courses. Additionally, the level of course accepted for transfer must be equal to, higher or within one level below the College's offered course. For example, if an applicant requests transfer credit for the College's English 300 course, the applicant's previously completed course must be a level 200 or higher to be considered for transfer credit. Please see the table below for more examples:

UL Course Levels	Course Accepted Levels
400 level	Accept 400 and 300 level courses only
300 level	Accept 400, 300, and 200 level courses only
200 level	Accept all levels
100 level	Accept all levels

The College does not evaluate credit based on life or work experience, except as noted within this policy.

* Credit for Relevant Military Education and Experience Individuals who present with relevant military education and experience equal to but not limited to Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty

Medical Technician (IMDT 4N0X1C) are eligible for advanced placement in a prelicensure nursing program. Students must demonstrate validation of the previously acquired knowledge/skills.^

^Validation of previously acquired knowledge/skill is established by presenting of a current and valid, unencumbered LVN or PVN license.

Review & Acceptance of Transfer Credits

The school reserves the right to reject applicants' requests for transfer credit if the items listed below are not successfully provided and/or completed. Any transcripts showing three or more withdrawals or attempts at general education pre-requisite courses will not be eligible for transfer. This may result in admission being denied. Applicants are encouraged to write a letter explaining the circumstances & why they feel they should be admitted.

Methods by which Tuition & Fees are Adjusted for Credits Granted

Upon being awarded transfer credits, student tuition is calculated to charge for only scheduled courses.

Transfer Credit Application Requirements

All programs:

Students must submit the following information for transfer credits to be evaluated, at a minimum:

- Completed Transfer Credit Request Form
- Sealed official transcripts
- Official course descriptions may be required (e.g., from syllabi or a school catalog)

Core Allied Health Programs:

Students must have met the following requirements in all applicable transfer credit courses for the applicable Allied Health Programs:

- Occupational Therapy Assistant and Physical Therapist Assistant programs do not allow students to transfer in core courses.
- Minimum Grade of "C" as calculated by the granting institution will be accepted.
- All core courses must be taken within the last five (5) years to be eligible for transfer credit. This only applies to allied health programs that accept core course transfer credits.

Core AS Physical Therapist Assistant Program:

Students who wish to transfer into the Unitek College PTA Program may submit written evidence of prior learning of technical course content and a letter from a previous program confirming good academic and conduct standing at the time the student was enrolled in that program. Credit for courses taught in the first three semesters of the program may be granted towards completion of the program. Such requests must be submitted and approved by the Program Director. An applicant may be able to obtain credits in this manner if the following applies:

1. Students must meet all admission requirements and be eligible for program acceptance based on

the competitive ranking system.
2. Students must meet all course prerequisites prior to attempting the challenge examination.
3. Students cannot challenge a course similar to a PTA course previously completed in which the grade received was lower than a B grade.
4. For lecture courses, the student may be asked to sit for a proctored course examination before an administrative decision is made.
5. Passing grade for a course examination must be 80% or higher.
6. Laboratory courses may be approved if competence with in-person skill performance can be demonstrated at 80% or higher with laboratory checkout evaluation tools.

Students are required to submit official transcripts by their program acceptance date or waive their option to bring in transfer credits. If students are in progress (IP) in a current course at another institution, they must provide proof of this on their official transcripts prior to their start date. Students must then submit new official transcripts within 30 days of course completion to receive transfer credit for the IP course.

No advanced standing for clinical education courses will be offered.

Core Vocational Nursing Diploma Program:

- Minimum Grade of “C” as calculated by the granting institution will be accepted.
- All core courses must be taken within the last five (5) years of program enrollment to be eligible for transfer credit.

Courses that may be acceptable for transfer credit include:

- Vocational/practical nursing courses
- Certified nurse assistant courses
- Psychiatric technician courses
- Registered nursing courses
- Relevant Military Education and Experience*
- Successfully completed courses that are equivalent to courses in the program as determined by the program director

Core Bachelor of Science in Nursing Degree Programs:

- Minimum Grade of “C” as calculated by the granting institution will be accepted for general education courses.
- Core nursing courses with a clinical component are not eligible for transfer credit.
- All non-clinical core courses must be taken within one (1) year of program enrollment to be eligible for transfer credit.
  - Syllabi will be required for core nursing course transfer credit evaluation.
  - Courses possibly accepted include:
    - Comparable courses from an accredited institution
    - Relevant Military Education and Experience*^

Core Master's Degree Programs:

Students must have met the following requirements in all applicable transfer credit courses for the Master's Degree Programs:

- Minimum Grade of "B" as calculated by the granting institution will be accepted.

Recency Rule Calculations

Recency rules for certain general education courses may vary by program. The required recency rules and retake allowances are detailed below for each program type. Exceptions to the recency time periods included in the chart below may be considered for review on a case-by-case basis and will be approved only if academically sound and in the best interest of the student.

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 December 31, 2020, and January 1, 2021 is 1 year, while the "calendar year gap" between Jan 1, 2021 and Dec 31, 2021 is zero years.

All other general education courses are eligible for credit granting & will be considered upon receipt of official transcripts.

Courses with Recency Rules by Program

BSN & MEPN (all courses listed below may not apply; refer to catalog for list of applicable courses for each program)

Course #	Course Name	Recency (in years)	Allowed Retakes
BIO200	Anatomy & Physiology I	5	1
BIO200L	Anatomy & Physiology I Lab	5	1
BIO215	Anatomy & Physiology II	5	1
BIO215L	Anatomy & Physiology II Lab	5	1
BIO225	Pathophysiology	5	1
CHM215	General Chemistry	N/A	2
CHM215L	General Chemistry Lab	N/A	2
ENG100	English Composition	N/A	2
ENG115	Public Speaking	N/A	2
ENG300	Advanced English Composition	N/A	2
ETH400	Ethics	N/A	2
FYE100*	Foundations of Success	5	2

MIC215	Microbiology	5	1
MIC215L	Microbiology Lab	5	1
MTH100	Intermediate Algebra	N/A	2
MTH215	Statistics	N/A	2
NUT100	Nutrition	5	1
PHI350	Critical Reasoning	N/A	2
POL300	Political Science	N/A	2
PSY100	Introduction to Psychology	N/A	2
PSY115	Lifespan Development	N/A	2
SOC100	Introduction to Sociology	N/A	2

*FYE100 is a course designed to introduce students to the rigors of college learning, including the ability to successfully navigate the online learning environment. Unitek recognizes that some students may have sufficient academic background to satisfy this course through appropriate transfer credit or completion of a Unitek Learning college program. See below for eligibility requirements:

- Single Course Transfer: Comparable course completed at another institution.
- 12 Transferable Credits: Students with 12 or more transferrable credits.
- Unitek Learning Program Completion: Students who have completed a Unitek Learning college program within 5 years of enrollment.

Students who meet the requirements to satisfy FYE100 through transfer credit or completion of a Unitek program may elect to take the FYE100. Students electing to add FYE100 to their schedule will need to request this addition in writing with their admissions advisor prior to beginning the program.

PTA AS and AAS, (all courses listed below may not apply; refer to catalog for list of applicable courses for each program)

Course #	Course Name	Recency (in years)	Allowed Retakes
BI165	Introduction to Biology	5	1
BIO200	Anatomy & Physiology I	5	1
BIO200L	Anatomy & Physiology I Lab	5	1
BIO2015	Anatomy & Physiology II	5	1

BIO215L	Anatomy & Physiology II Lab	5	1
CHM215	General Chemistry	5	1
EN144	English Composition	N/A	2
ENG100	English Composition	N/A	2
ENG115	Public Speaking	N/A	2
HA100	Medical Terminology	5	1
MCR130	Introduction to Microbiology	5	1
MH140	College Algebra	N/A	2
MTH100	Intermediate Algebra	N/A	2
PSY100	Introduction to Psychology	N/A	2
PSY135	Introduction to Psychology	N/A	2
PSY137	Human Growth and Development	N/A	2
PSY115	Lifespan Development	N/A	2
SOC100	Introduction to Sociology	N/A	2
SOC170	Introduction to Sociology	N/A	2

Maximum Transfer Credits or Hours

Allied Health Programs:

- **Diploma & Associate Degree Programs (other than Physical Therapist Assistant) –** A maximum of 25% of the total credits within the program may be granted.
  - Credit for externship/practicum courses will not be granted.
- **Physical Therapist Assistant (PTA) Associate Degree Programs –** A maximum of 25% of the total credits within the program may be granted.
  - Only credits for general education courses will be transferable.

Nursing Programs:

- **Practical and Vocational Nursing Diploma Program:** A maximum of 29% of the program credits may be granted, including general education and nursing credits.
- **Bachelor of Science in Nursing (BSN) Program:** A maximum of 50% of the program credits may be granted towards the completion of the program, with no more than 45% being general education credits and no more than 5% being core nursing credits.

Credit by Exam

The credit by exam policy is not applicable to diploma level students.

Students may transfer credits via the following nationally recognized college-equivalency examinations:

- College Level Examination Program (CLEP)
- DSST Subject Standardized Tests

Below is the process for evaluation of examinations:

1. Students must request an official copy of their result report be sent to the Registrar.
2. Minimum scores must be achieved for any exam to receive credit.

CLEP Examinations approved for transfer:

Exam Title	Minimum Passing Score
College Composition	50
Introductory Psychology	50
Human Growth & Development	50
Introductory Sociology	50
Calculus	50
College Algebra	50

DSST Examinations approved for transfer:

Exam Title	Minimum Passing Score
Principles of Statistics	400
Lifespan Development Psychology	400
Fundamentals of College Algebra	400
Principles of Advanced English Composition	400
Ethics in America	400

TRANSFERABILITY OF HOURS/CREDENTIALS EARNED

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits or credentials you earn at Unitek 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 Unitek College will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Unitek College to determine if your degree, diploma or certificate will transfer.

ATTENDANCE POLICY

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

Add/Drop Period

All students must be enrolled into their respective programs by the scheduled start date of the program cohort. The College allows new and continuing enrolled students in degree programs to add or drop courses within the first seven (7) calendar days of the beginning of a term or semester. Students must submit their request to add or drop a course or courses to their Student Services Representative or Admission Representative on or before the last day of the add/drop period. All requests to add must be approved by the campus Program Director or Academic Dean. If, during the add/drop period, a student academically fails a course, the student will receive an “F” grade for the course. There is no add/drop period for non-degree programs or individual course 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 will be administratively withdrawn if they do not participate via Substantial Interaction in the course within the first 3 calendar days after the course start date (i.e. the first 3 calendar days of the course being active).

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.

A student taking a stand-alone online asynchronous avocational or continuing education 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.

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

ACADEMICS: GRADING

Grading

Faculty post grades within 72 business hours of receiving assignments (24 business hours is preferred).

Final grades for courses are provided to the Program Director within 3 working days after their completion. The Program Director will ensure that grades are posted in a timely manner.

Grades are earned in each course and recorded on the student’s permanent record. Evaluation of student achievement will be made in relation to the attainment of the specific course objectives. At the beginning of a course, the instructor provides students with a syllabus detailing these objectives and the basis upon which grades are determined. Refer to program pages for additional requirements and information. Students who fail a course may continue if they make satisfactory progress towards graduation.

The grade given in a course is the instructor’s evaluation of the student’s performance, achievement, competency, and understanding in the subject as covered in class.

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

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 Diploma Programs:**
  - **Theory:** Make-Up Policy – A student is permitted to attempt only one (1) make-up exam per course. Make-up attempts are only allowed for extenuating circumstances and are only applicable for unit theory exams. The final exam is not part of this policy. It is the responsibility of the student to communicate a request for a make-up exam. Requests should be made in writing via email directly to the course instructor.
  - **Lab:** Make-up Policy: A student is permitted to attempt only one (1) make-up day per course. Makeup attempts are only allowed for extenuating circumstances. Students are only eligible for one make-up lab day per course if they notify the instructor of their absence. A student who does not call, email or text is ineligible for a make-up lab. The instructor sets the make-up lab day. Covid is treated like any other illness.
  - **Late:** Assignments may be submitted up to three days after the initial due date. Any assignment
  - submitted late is subject to a 10% per day late penalty. The discussion assignments and week 4 assignments are not included in this policy. Once the module ends, no extensions will be allowed.

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, Associate of Science in Vocational Nursing and Associate of Science in Physical Therapist Assistant

Letter Grade	Percentage Points	Grade Value
A	94-100	4.00
A-	90-93.99	3.70
B+	87-89.99	3.50
B	84-86.99	3.30
B-	80-83.99	3.0
C+	77-79.99	2.50
C	75-76.99	2.30
C-	70-74.99	2.0
D+	67-69.99	1.50
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	—

Required Minimum Passing grades:

- Associate of Science in Physical Therapist Assistant
  - Required minimum passing grade for all courses: 75%
- Associate of Science in Vocational Nursing (ASVN)

- Required minimum passing grade for all courses: 75%

- Bachelor of Science in Nursing (BSN)
  - Required minimum passing grade for General Education: 75%
  - Required minimum passing grade for Nursing Core: 77%

A grade of less than “C” (75%) in any core course is considered unsatisfactory, and the course must be repeated.

W (Withdrawal) is given when a student attends more than 0% and up to 60% of the course. A “W” counts toward credits attempted but does not impact GPA. When a student is withdrawn after 60% of course completion, the student will be awarded the earned letter grade based on work complete. The awarded grade will count toward credits attempted and does impact GPA.

If a student requests and is approved for a LOA to commence during a course or module, the student will receive a “W” grade for that course or module regardless of the percentage of work completed in that course or module. 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.

TC (Transfer Credit) is an indication of a transfer credit allowance. A **TC** grade has no effect on the GPA but is calculated in the rate of progress (ROP) as both completed and attempted hours.

NS (Not Submitted) is indicated when a grade has not been submitted by the instructor. The indication of **NS** has no effect on the GPA. The College does not award incomplete grades. If a student fails to complete a required segment of a course by the end of the term due to an emergency or mitigating circumstance and believes that with additional time she/he could reasonably pass the course, the student should approach his/her instructor and request the grade of NS (Not Submitted). The decision to grant this request is at the discretion of the Academic Dean/Program Director.

When the grade NS is granted, both the student and instructor must agree on provisions for the makeup work. The grade NS cannot extend beyond three weeks following the end of a quarter course or nine weeks following the end of a semester course, except for externship/internship courses. When the work is completed in a satisfactory manner, the instructor will fill out the Official Grade Change Authorization form and the NS grade will be changed to the grade earned. Failure to complete the work will result in failure of the class, at which time the NS will be changed to an F. The F grade will be computed in the GPA.

AC (Audit Course) indicates the student has taken a course for non-graded credit. **AC** is not included in the CGPA.

RW (Retake Withdrawal) is given when documented extenuating circumstances cause a student to withdraw family member, death of immediate family member, or active military duty. The student must appeal for this grade. An **RW** has no effect on GPA.

R (Repeat Course) indicates the student has repeated a course for graded credit. An **R** has no effect on the GPA (refer to Repeat Policy).

P (Pass) is not included in the GPA.

NP (Non-Pass) is not included in the GPA.

Grade Rounding

The college does not round grades to the nearest decimal point.

Grade Changes

Once recorded by the Registrar's office, no final grade may be changed except to correct the permanent record when an error has been made or as the result of an appeal. When such corrections need to be made, an Official Grade Change Authorization form must be completed and sent to the Registrar's office. Students may appeal a final grade prior to the end of the subsequent term. Appeals procedures are outlined in this catalog.

Grade Point Average

A student's term and cumulative grade point averages (GPA) are computed on residence courses taken at the College. The GPA is computed by dividing the weighted cumulative total residence grade points accumulated by the total number of credit hours attempted in residence (see Grading System—all grades are calculated into the GPA except grades with a grade value of ***).

Repeating Courses

Previous grade(s) from the same courses will not be dropped but will show on the transcripts as a part of the student's permanent record marked with an "R." Failing grades will not be calculated into the GPA once the class has been successfully completed.

Students will be charged according to the current cost in the tuition section of the catalog. Repeat courses may be eligible for Title IV funding if the student is required to repeat the course for graded credit. Students who wish to repeat a course to improve a passing grade may be able to utilize Title IV funds the first time a course is repeated. For Title IV purposes, pass means any grade higher than an "F." Students should contact Financial Services to determine the financial aid eligibility of a repeated course.

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.

LATE SUBMISSION AND EXTENSION POLICY: GENERAL EDUCATION

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

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.

LATE SUBMISSION AND EXTENSION POLICY: BSN

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 Circumstances 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 3 days. Students may receive a

deduction of up to 5% per day, with a maximum of 15% reduction from the grade earned prior to the application of the late policy (i.e. 15% off of the final grade given based on the merit of the assignment).

Students in legacy programs should refer to syllabi for program specific late submission policies.

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

EXTERNSHIPS & CLINICAL TRAINING

Healthcare Insurance

- Nursing students are responsible for their own health and medical expenses. **It is required that each student carry health insurance and provide evidence a minimum of six (6) to eight (8) weeks prior to the first clinical course.** Students must upload the front and back of the health insurance card into the College-designated clinical compliance portal.
- Incoming students who do not currently have health insurance may obtain information about free or low-cost health care from the Campus Student Services Advisor, Student Success Coach and the Campus Clinical Coordinator. If a student is injured during a clinical experience, the student must immediately inform the clinical instructor and complete the appropriate agency incident report and the College Incident Report. Neither the clinical facility nor the College is financially responsible for care provided to a student who becomes ill or injured during clinical experiences.
- Students who do not have health insurance may not be able to attend clinical experiences when the clinical site requires proof of insurance as entry into that clinical affiliation site.

Professional Liability Insurance

While students are participating in assigned clinical experiences, students are covered related to liability in patient care under the College’s General Liability Policy. Students are covered only in assigned clinical activities. The fee for this insurance is included in the cost of tuition and provided by the College, which provides a student blanket policy with a major insurance carrier. The policy does

not cover students who are injured at the facility. Students may opt to obtain additional liability insurance at their own expense.

Eligibility Requirements

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

Allied Health & Technology Programs

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

- Attend the Career Services Seminar, Career Development Workshops & Externship Orientations
- Satisfactorily complete a mock interview with Career Services
- Provide records of all relevant immunizations by the set deadlines. Immunizations are to be completed on students' personal
- Attend any site-specified orientations, interviews or drug testing
- Students must provide or arrange for their own transportation during the externship period
- Review & sign the extern performance agreement form
- Review the Externship Checklist, obtain all required signatures & return the form to the externship coordinator or instructor
- Keep an accurate time sheet & submit it weekly to Career Services
- All students must return to campusas 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

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.

MEDICATION MATH EXAM POLICY

The medication math exam policy is in place to ensure that students are receiving the proper instruction and meeting the competency of dosage calculations and safe medication administration practices before administering medications in the clinical setting. Additionally, this policy will help faculty and students understand the expectations for medication math assessment across the curriculum.

Medication Math Exam Requirements

The following requirements will ensure that students are knowledgeable about medication administration and are able to safely participate in a variety of clinical experiences throughout the program:

- Students are required to take at least one medication math exam as defined within the course syllabi.
- Students must pass the medication math exams before they will be permitted to attend clinical experiences.
- The practice assessment is required prior to taking the first medication math exam in class.
- Remediation is required before students will be able to sit for a second or third attempt or the proctored exams.
- Students will have 3 attempts to pass the med math exams at a 90% achievement level. If they do not pass within the 3 attempts, then **students will fail the class**.

Medication Math Exam Format

The medication math exams from ATI will be used throughout the curriculum. Students will take certain subject areas alignment within the curriculum.

Each ATI assessment includes 35 items, but only 25 of those items are graded (10 items are used for research and development and do not count towards the final score). Students must successfully answer 23 out of the 25 scored items in order to pass the medication math exam at the 90% achievement level that is required.

Students must take the practice assessment prior to taking the proctored assessment. The practice assessment may be taken online or may be proctored depending on the structure of the class.

Assessments will be offered with in the following timeframes:

- Practice assessment available on day 1
- Proctored assessment first attempt offered within the first week of class
- Second attempt offered between 1-5 days after the first unsuccessful attempt (remediation

required to sit for the second attempt)

- Third attempt offered between 1-5 days after the second unsuccessful attempt (remediation required to sit for the third attempt)
- All three attempts must be completed by 2 weeks after the course start date (except in semester 1).
- Students will receive scrap paper while completing the exam in the proctored setting and must show the work associated with each problem (when applicable) during the assessment.

Students who pass the assessment with a 90% or greater on the first attempt will not be permitted to sit for retakes. Retakes will be scheduled outside of regular class time.

Remediation Requirements

Remediation is required after each proctored assessment for all students who do not achieve the required 90% to pass the medication math exam.

Remediation may include one or more of the following options:

1. Direct instruction from the faculty member teaching the class with email confirmation of content reviewed during tutoring session and/or notes added into the Canvas gradebook.
2. Tutoring session with NCLEX faculty coach with email confirmation of content reviewed during tutoring session.
3. Brainfuse tutoring session with email receipt uploaded as proof of completion.
4. Completion of at least one of the ATI dosage calculation modules associated with the test assigned to that module. The module post-test must be completed. The individual report with time spent and post-test scores serves as proof of remediation.

Scoring

The medication math exams will not be counted toward the overall course grade for the lab/clinical courses in which they are assigned, but they are required to pass the class.

Students will be graded based achieved of the required 90% benchmark:

- Passed with 90% or greater on the first attempt = Pass
- Passed with 90% or greater on the second attempt = Pass
- Passed with 90% or greater on the third attempt = Pass
- Did not pass with 90% or greater on any of the three allotted attempts = Class Failure

DISMISSAL, WITHDRAWAL & READMISSION

Dismissal

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

- Failure or inability to continue the program (Nursing programs); failure of any 3 courses (non-nursing programs)
- Failure to return from an approved leave of absence (LOA) as scheduled

- Violation of the student code of conduct; this includes crimes and drug-related offenses
- Violation of any attendance policy

Academic Dismissal & Readmission

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

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

Other Reasons for Dismissal

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

Withdrawal

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

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

Nursing Programs: Administrative Withdrawal/Probation

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

- Failure to comply with the rules and regulations as stated in the nursing handbook
- Absences or tardiness that exceeds the days allowed in the attendance policy
- Failure to achieve the required average of 75% in any course and/or failure to meet the objectives and requirements of that course as stated in the individual course syllabi
- Failure to achieve a passing grade on clinical evaluations

Insubordination, failure to comply with college or hospital policies, including discourteous conduct to the public, patients, physicians, instructors or other students

- Dishonesty including, but not limited to, theft, cheating on tests, or any misrepresentation on applications or hospital records (including data omission)
- Possession or abuse of alcoholic beverages, narcotics, or any degree of intoxication on the premises of the college or any health care facility partner of the college, or conviction of a misdemeanor involving alcoholic beverages or narcotics
- Participation in, or being present at, gambling activities on premises of the college or any of its clinical partners
- Nonpayment of tuition and fees
- Demonstrating behavior that has jeopardized, or could have jeopardized, the health or safety of any student, staff or patient

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

Allied Health & Technology Programs

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

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

Students who withdraw while registered in a set of Paired Courses (e.g. MA110ASYNC & MA110LAB 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 campus or by going to our website and completing the student re-entry form:

- https://app.smartsheet.com/b/form/3a3c945e12114e2693fd1a74e31cc765

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.

Ranking System for Reentry to Externship

The College utilizes a ranking system when evaluating students’ reentry to externship. The purpose of this ranking system is to evaluate and determine students’ eligibility for reentry into an externship program based on their academic performance, attendance, and conduct. The system applies to students who have previously dropped or withdrawn from an externship course. The Program Director is responsible for evaluating student records and assigning a reentry rank.

Once a rank is assigned, returning students are given a return date based on the rank and placed in a queue according to the established date sequence. The ranking criteria include specific requirements for academic GPA, attendance, satisfactory academic progress, and adherence to the code of conduct. Students meeting the criteria for Rank 1 are enrolled in the next available externship start date, while those meeting the criteria for Rank 2 and Rank 3 are placed on hold until all pending externs and higher-ranking returning students are assigned.

Students failing to meet the criteria for any rank, including those with a low academic GPA, performance issues, failed background checks, unsatisfactory academic progress, or code of conduct violations, are denied reentry. The code of conduct encompasses various factors such as attendance, punctuality, communication skills, ability to follow instructions, performance evaluations, and adherence to the externship site’s policies and procedures.

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.

Termination Based on Failed Courses (non-Nursing Programs)

For diploma programs, students will be terminated (dismissed) if they accumulate the number of course failures indicated for each program below. For degree programs, termination (dismissal) will occur based on either the total number of course failures or based on any number of failures which account for 25% or more of the program’s total credits. The table below provides the credit and

course failure thresholds for each program.

Diploma Programs	Total Program Credits	Course Fails Resulting in Termination	Same-Course Fails Resulting in Termination
Dental Assistant (DA)	31.5	3	2
Medical Assisting (MA)	28	3	2
Medical Office Administration (MOA)	27.5	3	2
Degree Programs	**Total Program Credits**	**25% of Total Credits**	**Same-Course Fails Resulting in Termination**
Physical Therapist Assistant (AAS)	69	17.3	2

ACADEMICS: SATISFACTORY ACADEMIC PROGRESS

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

Cumulative Grade Point Average (CGPA)

Achieve a cumulative GPA 2.0 (equivalent to 70%) 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. 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 5th module & upon graduation. SAP is reviewed for academic progress advising at end of the 3rd module & prior to externship for all modular programs. The Vocational

Nursing Diploma Program evaluates SAP at the end of each semester, based on scheduled hours earned.

Degree Programs: The Bachelor of Science in Nursing program, 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

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. In addition, students must be in good academic standing and be meeting Satisfactory Academic Progress (SAP) at the time of the LOA request. 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 (including pregnancy) 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 and 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, and must be reviewed and approved on or before the expected LOA start date. Students who wish to request an LOA must do so timely and prior to 14 consecutive calendar days of absence to avoid being withdrawn from the program.

ADMINISTRATIVE LEAVE OF ABSENCE (ALOA) POLICY

The College acknowledges that there are circumstances in which a student's educational program may be interrupted due to administrative reasons and not for personal reasons. These administrative reasons may occur when a student fails a course or a schedule change occurs which results in a student not being able to immediately begin his/her next course. As a result, the College may place a student on an Administrative Leave of Absence (ALOA) for a period not to exceed forty-five (45) calendar days. The student will be notified that he/she has been placed on an Administrative Leave of Absence (ALOA) status and will be provided with the start date of his/her next required course. Failure to attend the next required course may result in termination from the program. In the event the next required course is not available within 45 days of the end date of the failed course, the student will be dropped from the program and may re-enter on the start date of the next available course.

GRADUATION REQUIREMENTS

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

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

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

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

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

- Pass the assigned national benchmark exam as applicable

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

ACADEMICS: STUDENT GOVERNANCE

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

This elected Class Representative is the voice of the class in all matters concerning the program and the college. All Student Class Representatives must meet the minimum qualification standards and must participate in all Student 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 1st and 3rd week of each month (day to be determined).
- Gather the collective opinions/concerns of students in the cohort and present these views during the Student Affairs Meeting.
- Communicate to staff and students about student concerns and develop solutions.
- Foster the relationship between faculty and students.

STUDENT SERVICES

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

CAREER SERVICES

A Career Services team member assists students and/or graduates with enhancing their professional skills and career-readiness to successfully obtain employment in their chosen field. Students' success in this relationship depends largely on:

1. Attendance at all one-on-one sessions, meetings, seminars or workshops to which a student is invited by Career Services staff
2. Submitting a resume as requested by the Career Services staff
3. Demonstration of professional conduct and appearance

Students and graduates may receive employment assistance tailored to their individual circumstances and needs, which may consist of any 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 students and/or graduates 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 the College.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT CODE OF CONDUCT

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 the College.

Professional 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.

Please note as a Federal Title IV approved college under the United States Department of Education, the College must adhere to all federal Laws. Therefore, 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.

Disciplinary Actions for Violations of the Student Code of Conduct

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 disciplined or withdrawn, as applicable to the severity of the violation. A student may be suspended while the College conducts an internal investigation or cooperates with an investigation conducted by law enforcement or other agencies if unprofessional or illegal behavior is suspected. Students are expected to comply with requests for interview which arise during any investigation proceeding. Refusal to do so may result in disciplinary action, up to and including dismissal from his/her program and expulsion from the College. Additionally, student representatives (e.g., family members, friends, attorneys, etc.) are not permitted to attend investigative meetings or inquiries.

All decisions regarding disciplinary actions are made by the College's Leadership team and are final. Students who are withdrawn due to violation of the Code of Conduct policy may be eligible for re-entry; however, the College reserves the right to deem a student ineligible for re-entry based on the severity and/or number of violation(s).

BEHAVIORAL MISCONDUCT

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, program management and/or campus management 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 or larceny
- Property damage
- Creation of a potential health and/or safety issue

- Sexual harassment, discrimination and/or 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

The college believes that a safe & healthy school environment increases student attendance, promotes student engagement, and 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. The motivation for such acts is irrelevant, but these types of acts may be motivated 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 and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy.

By means of example only, bullying and 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

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

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

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

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

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, or the Nevada Tobacco Quitline at 1-800-QUIT-NOW (800-784-8669) or www.nevadatobaccoquitline.com.

ACADEMIC INTEGRITY

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 and will be subject to disciplinary action, up to and including withdrawal from the course or program.

VIOLATIONS OF ACADEMIC INTEGRITY

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/Assistant Dean/Associate Dean/Dean) and the student will be counseled by the supervisor.

It is at the discretion of the Program Director/Assistant Dean/Associate Dean/Dean if this second infraction warrants disciplinary actions including but not limited to withdrawal from the program. If a student commits a third act of academic dishonesty, he or she will be withdrawn from the program and the College.

The College uses third-party proctoring services, such as Proctorio, under certain circumstances. These third-party proctoring services use technology which detects irregularities which may be representative of cheating. If the College is alerted to these irregularities regarding a student's testing activities, the College will investigate to the fullest extent, using the evidence provided by the third party. If that evidence confirms, based on the preponderance of evidence standard, that any form of cheating occurred, disciplinary actions will be taken in accordance with the Student Code of Conduct, up to and including withdrawal from the program.

The processes described above are general guidelines and subject to change depending on the severity of the infraction(s). 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

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
- Not disclosing the use (and extent) of generative artificial intelligence in the creation of graded work
- 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.

Use of generative artificial intelligence tools:

1. **Types of AI-Generated Work:** AI-generated work may include written, visual/video, and audio content.
2. **Discouragement:** Students are discouraged from using AI generative tools for their coursework unless they receive direct encouragement from faculty to do so.
3. **Responsibility:** If students choose to utilize AI generative tools for their assigned work, they must be aware of and willing to take full responsibility for any misleading or false information generated by AI technology. It is important to acknowledge that AI technology may produce inaccurate or misleading information in some cases.
4. **Transparency:** Students using AI generative tools for any aspect of their coursework must clearly and explicitly indicate which part of the work was generated by the AI tool and specify which AI tool was employed. Students should cite their work using APA style and must include both in-text citations and references. (see "How to Cite ChatGPT" https://apastyle.apa.org/blog/how-to-cite-chatgpt) [this same information can be applied to generative AI resources other than ChatGPT].
5. **Plagiarism:** A student intentionally presenting language, ideas, or other intellectual or creative work as their own when such work was not substantively generated by the student constitutes an act of intellectual deception. Such deception is treated as academic dishonesty and subject to the school's code of conduct policy.

Note: this portion of the policy was adapted from College Unbound under the Creative Commons Attribution 4.0 International (CC BY 4.0).

COPYRIGHT POLICY

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

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

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

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

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

File Sharing

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

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.

POLICY ON RECORDING OF ACADEMIC AND CONDUCT ADVISEMENT MEETINGS AND OTHER PERSONAL CONVERSATIONS

Students may not record conversations with campus staff, faculty or other students without their full knowledge and consent. This includes conversations, phone calls, images or meetings inside or outside of the classroom. All participants must provide explicit consent, there must be a legitimate purpose for the recording, and the recording device must be in plain view. Violations to this policy may result in corrective action, up to and including withdrawal from the College.

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

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

1. The right to inspect & review the student's education records within 45 days after the day the 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.

TITLE IX RELATED POLICES: NONDISCRIMINATION, SEXUAL DISCRIMINATION, AND SEX-BASED HARASSMENT

Nondiscrimination Policy and Notice of Nondiscrimination

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 admissions and employment. Any inquiries regarding the application of Title IX may be referred to the College's Title IX Coordinator, to the U.S. Department of Education's Office for Civil Rights, or both. Additionally, to report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the College's Title IX Coordinator (contact information below) or submit a complaint through the College's complaint portal at www.unitek.ethicspoint.com. This nondiscrimination policy and grievance procedures are also located on the College's website at Title IX Compliance and Nondiscrimination.

Sex Discrimination and Sex-Based Harassment

The College has adopted Title IX grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations. These grievance procedures also address complaints of sex-based harassment which involve a student party. Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. There are three main types of sex-based harassment, as follows:

1. *Quid pro quo harassment:* An employee, agent, or other person authorized by the College to provide an aid, benefit, or service under the College's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct; 2.
2. *Hostile environment harassment:* Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the College's education program or activity (i.e., creates a hostile environment); and
3. *Specific offenses:* These include sexual assault, dating violence, domestic violence or stalking, as defined under the Violence Against Women Act (VAWA)

The College considers sex-based harassment a serious offense, and any violation of this policy which is determined through the investigation process will constitute cause for disciplinary action. Title IX-responsible employees involved in supportive measures, investigations, informal resolution and decision-making are trained on the College's grievance procedures and how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest and bias. 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 and/or training to suspension and/or expulsion.

The College is committed to preventing acts of sex discrimination and sex-based harassment and encourages any student or employee to report such acts immediately. Individuals can report sex-based harassment or discrimination 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, and to any employee of the College. 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 sex discrimination or sex-based harassment the opportunity to respond to allegations.

Upon receiving a complaint of sex discrimination, including sex-based harassment, the College will treat complainants and respondents equitably by offering supportive measures and by following the College's grievance procedures 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 and the investigation, and to explain the steps in the investigative and resolution process. 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 sex-based harassment, the College may remove the respondent from the educational program or activity. If this occurs, the respondent will be provided with 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.

More information on Unitek College's compliance with Title IX regulations can be accessed at: Title IX Compliance at Unitek College.

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:

Briana Gamble

1401 Dove Street, Suite 340, Newport Beach, CA 92660

(602) 858-6305

bgamble@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
Bakersfield	Genevieve Quijano	(661) 473-2470	GQuijano@unitekcollege.edu
Bakersfield	Janet Stotts	(661) 308-0547	JStotts@unitekcollege.edu
Bakersfield	Keith Woodman	(661) 271-3023	KWoodman@unitekcollege.edu
Concord	Jennifer Bidmead	(925) 348-9374	JBidmead@unitekcollege.edu
Concord	Deleta Moore	(925) 348-9399	DMoore@unitekcollege.edu
Fremont	Anna Jocson	(415) 347-8421	AJocson@unitekcollege.edu
Fremont	Ghada Gouda	(661) 308-0042	GGouda@unitekcollege.edu
Hayward	Sophia Brown	1 (510) 246-3862	SBrown@unitekcollege.edu
Hayward	Neena Chauhan	(510) 743-2732	NChauhan@unitekcollege.edu
Sacramento	Alan Yanda	(916) 588-2586	AYanda@unitekcollege.edu
San Jose	Virginia Dalmacio	(669) 900-5672	VDalmacio@unitekcollege.edu
San Jose	Shalini Kumar	(408) 514-5862	SKumar@unitekcollege.edu
South San Francisco	Milo Jocson	(415) 347-8420	MJocson@unitekcollege.edu

STUDENTS WITH DISABILITIES

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

The College is also committed to creating an inclusive and accessible environment for pregnant and

parenting students. Under Title IX regulations, pregnant students cannot be excluded from participating in any part of an educational program and must be treated in the same manner and under the same policies as any other individual with a temporary medical condition. Additionally, the College does not discriminate regarding a student's current, potential, or past pregnancy or related conditions.

Students who are pregnant, or have a pregnancy-related condition, are entitled to reasonable modifications to allow the student to continue their educational pursuits as long as such modifications do not create an undue hardship on the program/department or fundamentally alter the nature of the program. Therefore, reasonable modifications will be provided to allow a pregnant student to fully participate in educational opportunities. Please speak with your Campus Academic Leadership team to discuss the options and reasonable modifications and to complete the necessary documentation.

Subsequent to pregnancy and/or upon a student's return to class, the College provides access to lactation space and time. The lactation space at the College is:

- A clean space other than a bathroom
- Private and shielded from view
- Free from intrusion from others
- Accessible by the students for expressing breast milk, as needed.

It is the student's responsibility to meet with their instructor upon returning to class to discuss and create a workable and reasonable schedule to allow the student time and space for lactation outside of the student's normal break times. The student will need to notify the instructor prior to the need, must still meet all academic requirements for the course, and will be responsible for making any arrangements to recover missed information while away from class. Please note the College cannot guarantee that the clinical/externship sites will abide by these modifications/requests, as the site partner process is separate from the College process and decisions are made solely by the site partners. It will be the student's responsibility to request this information from the clinical/externship partner.

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:

Campus	Name	Telephone	Email
Bakersfield	Angelica Calvillo (Primary)	(661) 308-0547	ACalvillo@unitekcollege.edu
Bakersfield	Dehlia Parsons (Primary)	(661) 271-3021	DParsons@unitekcollege.edu
Bakersfield	Amandeep Kaur (Primary)	(661) 271-3020	AmKaur@unitekcollege.edu
Bakersfield	Genevieve Quijano (Alternate)	(661) 473-2470	GQuijano@unitekcollege.edu
Bakersfield	Nefretiri Taylor (Alternate)	(916) 701-2487	NTaylor@unitekcollege.edu
Concord	Jennifer Bidmead (Primary)	(925) 348-9374	JBidmead@unitekcollege.edu
Concord	Erica Lue (Primary)	(925)208-0136	ELue@unitekcollege.edu
Concord	Deleta Moore (Primary)	(925) 348-9399	DMoore@unitekcollege.edu
Concord	Nefretiri Taylor (Alternate)	(916) 701-2487	NTaylor@unitekcollege.edu
Fremont	James Hauschildt (Primary)	(510) 945-4519	JHauschildt@unitekcollege.edu
Fremont	Amandeep Kaur (Primary)	(661) 271-3020	AmKaur@unitekcollege.edu
Fremont	Ceatrin Fello (Primary)	(510) 945-4496	CFello@unitekcollege.edu
Fremont	Hong Doan (Alternate)	(510) 743-2720	HDoan@unitekcollege.edu
Hayward	Charisma Morgan (Primary)	(510) 804-8758	CMorgan@unitekcollege.edu
Hayward	Sophia Brown (Primary)	(510) 246-3862	SBrown@unitekcollege.edu
Hayward	Nefretiri Taylor (Alternate)	(916) 701-2487	NTaylor@unitekcollege.edu
Sacramento	Laci Salinas (Primary)	(916) 378-8892	LSalinas@unitekcollege.edu
Sacramento	Dana Poole (Primary)	(916) 536-7001	DPoole@unitekcollege.edu
Sacramento	Teena Evans (Primary)	(916) 571-1845	TEvans@unitekcollege.edu
Sacramento	Beata Sapeta (Primary)	(916) 536-7030	BSapeta@unitekcollege.edu
Sacramento	Rosenda Jewell (Alternate)	(916) 701-2485	RJewell@unitekcollege.edu
Sacramento	Juliet Vista (Alternate)	(916) 252-5115	JVista@unitekcollege.edu
San Jose	Virginia Dalmacio (Primary)	(669) 900-5672	VDalmacio@unitekcollege.edu
San Jose	Aruna Khan (Primary)	(669) 238-4499	AKhan@unitekcollege.edu
San Jose	Sindhu Sebastian (Alternate)	(669) 297-1113	SSebastian@unitekcollege.edu

South San Francisco	Jessica Chua (Primary)	(415) 347-8449	JChua@unitekcollege.edu
South San Francisco	Yessica Montes (Primary)	(510) 216-1089	YMontes@unitekcollege.edu
South San Francisco	Nefretiri Taylor (Alternate)	(916) 701-2487	NTaylor@unitekcollege.edu
South San Francisco	Jenny Lam (Alternate)	(415) 347-8448	JLam@unitekcollege.edu

GRIEVANCE, APPEALS AND COMPLAINT PROCEDURES

ACADEMICS: APPEALS & GRIEVANCES

The College upholds the fundamental values of honesty, respect, fairness, and accountability, which fosters a learning environment with academic integrity at the forefront. The College also understands there may be instances when a student disagrees with an academic decision or action resulting from a violation of academic policy and/or standard of academic integrity. To address these grievances, the College allows a process for students to appeal the College's decision. An appeal may be made for specific reasons defined by the College's Academic department, and all decisions made as a result of an appeal are final. Please note that student representatives (e.g., family members, friends, attorneys, etc.) are not allowed to participate in any of the processes described in the levels of appeal below.

An appeal for a final course or module grade must be submitted within 72 hours of the final grade being posted in Canvas and must be based on personal extenuating circumstances only. A student may not file an appeal on behalf of the class or other students and may only file one grade appeal per module or course. Additionally, disagreement with any established college policy is not a valid reason for grievance and appeal under any circumstances. Disagreements regarding individual assignment grades should be discussed informally and directly with the student's instructor and are not eligible for review through the following formal grievance and appeal process. Please note that a student who is disciplined or withdrawn for behavioral misconduct cannot contest the College's decision through the following process or any appeals process, as all decisions regarding disciplinary actions are made by the College's Leadership team and are final.

Note: For Level 2 through Level 4 appeals, the Student Appeal Form can be accessed at: Student Complaint Process at Unitek College

Level 1 – Informal Appeal

- The student may initiate a ***Level 1*** appeal by contacting the faculty member or individual with whom the grievance arose as soon as the discrepancy has been identified.
- An effort to resolve the matter informally should be made.
- If the matter cannot be resolved at this level, the student may request a ***Level 2*** appeal in writing 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 5.0a 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 grievance.
- 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 grievance.
- 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 reviewed. 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
- 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/

COMPLAINT PROCEDURE

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. The school will fully and fairly review the complaint and communicate the status of a complaint to the student in writing. The institution retains records of complaints received for a period of no less than 5 years. 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. A student may file a complaint with ACCSC or any other regulatory or oversight entity before completing the school's complaint process.

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.unitek.ethicspoint.com

- **Accreditation and Oversight**
  - For a list of accrediting agencies please see the "Accreditation & Approvals" section of this catalog.

STUDENT COMPLAINT PROCEDURE

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 www.ethicspoint.unitek.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 and Colleges must have a procedure and 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 and 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

www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at https://www.accsc.org/Student-Corner/Complaints.aspx 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). Any questions a student may have that have not been satisfactory answered by the institution may be directed to:

Bureau for Private Postsecondary Education

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

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

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

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

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

The Commission on Collegiate Nursing Education (CCNE)

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

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

https://www.aacnnursing.org/CCNE

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

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 24×7 – 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 have dormitory facilities under its control, nor does it assist a student with finding housing. Rental properties, according to Zillow Housing Data (https://www.zillow.com/research/data/) start at approximately the following rates per month as of January 2024. These costs are approximate and vary depending on proximity to campus and overall

quality of the facilities.

City	County	January 2024
Bakersfield	Kern County	$1,746.15
Concord	Contra Costa County	$2,588.52
Fremont	Alameda County	$2,828.76
Hayward	Alameda County	$2,436.28
Sacramento	Sacramento County	$1,962.15
San Jose	Santa Clara County	$2,901.47
South San Francisco	San Mateo County	$3,231.37

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.

Emergency Preparedness Plan: Each campus has a written emergency preparedness plan that can be obtained from the Campus Director. The plan includes the evacuation and lockdown procedures, emergency scenario identification and coordination of communication. Evacuation routes are posted throughout the campus.

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.

LEGACY PROGRAMS

The following programs have ceased enrollment but have active students as of the date of this catalog. A program will be removed from this section after its last student graduates.

LEGACY PROGRAM: NURSING (BSN) PROGRAM

(Offered at Fremont, Bakersfield and Concord)

Program Title	Nursing (BSN)
Credential Awarded	Bachelor of Science
Semester Credits	120
Instructional Hours	2581
Program Length	36 Months
Instructional Method	Hybrid
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).
Learning Outcomes/ Educational Objectives	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: • 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.
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as a Registered Nurse (CIP code 51.3801, SOC code 29-1141.00)
Required Courses	

Program Courses	Method of Delivery	Credit Hours	Didactic	Supervised Lab	Externship/ Clinical/ Practicum
RN212 Pharmacology	Online	3	48	0	0
RN204A Fundamentals Theory	Residential	2	32	0	0
RN204B Fundamentals Skills Lab	Residential	1.5	0	48	0
RN206 Pathophysiology	Online	3.5	40	24	0
RN208A Fundamentals Patient Theory	Residential	2	32	0	0
RN208B Fundamentals Patient Care Clinical/Skills	Residential	3	0	96	0
RN200A Health Assessment I Theory	Residential	1.5	24		0
RN200B Health Assessment I Skills	Residential	0.5	0	24	0
RN214A Health Assessment II Theory	Residential	1.5	24		0
RN214B Health Assessment II Skills	Residential	0.5	0	24	0
RN216A Adult Health I Theory	Residential	3	48	0	0
RN216B Adult Health I Clinical	Residential	3	0	96	0
RN218A Adult Health II Theory	Residential	3	48	0	0
RN218B Adult Health II Clinical	Residential	3	0	96	0
RN220 Information Technology in Patient Care	Online	3	48	0	0
RN222A Mental Health Nursing Theory	Residential	3	48	0	0
RN222B Mental Health Nursing Clinical	Residential	3	0	96	0
RN224A Maternal/newborn Nursing Theory	Residential	3	48	0	0
RN224B Maternal/newborn Nursing Clinical	Residential	3	0	48	0
RN330A Pediatric Nursing Theory	Residential	3	48	0	0
RN330B Pediatric Nursing Clinical	Residential	3	0	48	0
RN332 Nutrition, Health & Wellness	Residential	3	48	0	0
RN400A Leadership & Management in Healthcare Theory	Residential	2	32	0	0
RN400B Leadership & Management in Healthcare Clinical	Residential	3	0	96	0
RN402 Evidence-based Practice	Online	2	32	0	0
RN404A Complex Adult Health Theory	Residential	3	48	0	0
RN404B Complex Adult Health Clinical	Residential	3	0	96	0
RN406A Community Health Nursing Theory	Residential	2	32	0	0
RN406B Community Health Nursing Clinical	Residential	3	0	96	0
RN408A Capstone Course Theory	Residential	2	32	0	0
RN408B Capstone Course Clinical	Residential	3	0	96	0
General Education Courses	**Method of Delivery**	**Credit Hours**	**Didactic**	**Supervised Lab**	**Externship/ Clinical/ Practicum**
ENG100 English Composition	Online	3	45		0
BIO200 Anatomy and Physiology I	Online	3	45		0
BIO200L Anatomy and Physiology I Lab	Online	1		30	0
ENG115 Public Speaking	Online	3	45		0
BIO215Anatomy & Physiology II	Online	3	45		0
BIO215L Anatomy and Physiology II Lab	Online	1		30	0
MIC215 Microbiology	Online	3	45		0
MIC215L Microbiology Lab	Online	1		30	0
PSY100Introduction to Psychology	Online	3	45		0
SOC100 Introduction to Sociology	Online	3	45		0
MTH100Intermediate Algebra	Online	3	45		0
MTH215 Statistics	Online	3	45		0
PSY115 Lifespan Development	Online	3	45		0
NUT100 Nutrition	Online	3	45		0
CHEM215 General Chemistry	Online	3	45		0
CHEM215LGeneral Chemistry Lab	Online	1		30	0
ENG300 Advanced English Composition	Online	3	45		0
ETH400 Ethics	Online	3	45		0
POL300 Political Science	Online	3	45		0
PHI350 Critical Reasoning	Online	3	45		0
HIST411Contemporary History	Online	3	45		0

Nursing (BSN) Course Progression

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

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

All course descriptions can be found in the “Course Description” section of the catalog

Additional Information

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 of 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.

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.
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
1. Must be licensed as a Vocational Nurse in California
1. 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:

30-unit option for LVN to RN*		
	Course Code & Title	**Units**
General Education	BIO200 – Anatomy and Physiology I	3.0
	BIO215 – Anatomy & Physiology II	3.0
	MIC215 – Microbiology	3.0
	MIC215L – Microbiology Lab	1.0
Nursing Core	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
Total Units:		29

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

This program utilizes the following grading scale

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.

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

LEGACY PROGRAM: ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING (ASVN)

Program Title	Associate of Science in Vocational Nursing (ASVN)

Credential Awarded	Associate of Science
Semester Credits	81 81 credits = 33 credits taught in the program + 48 credits for prior VN or PN diploma.
Instructional Hours	540
Program Length	12 Months Based on 3/4 time enrollment
Instructional Method	Online
Program Overview	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.
Learning Outcomes/ Educational Objectives	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
Corresponding Occupational Outcomes	Graduates are prepared to gain employment as a Vocational or Practical Nurse (CIP code 51.3901, SOC code 29-2061.00)
Required Courses	

Program Courses	Method of Delivery	Credit Hours	Didactic	Supervised Lab	Externship/ Clinical/ Practicum
BIO 200 Anatomy & Physiology I	Online	3	45	0	0
BIO200L Anatomy & Physiology I Lab	Online	1	0	30	0
BIO215 Anatomy & Physiology II	Online	3	45	0	0
BIO215L Anatomy & Physiology II Lab	Online	1	0	30	0
ENG 101English	Online	3	45	0	0
ENG115 Public Speaking	Online	3	45	0	0
MIC215 Microbiology	Online	3	45	0	0
MIC215L Microbiology Lab	Online	1	0	30	0
MTH100 Intermediate Algebra	Online	3	45	0	0
MTH215 Statistics	Online	3	45	0	0
PSY100 Introduction to Psychology	Online	3	45	0	0
PSY115 Lifespan Development	Online	3	45	0	0
SOC100 Introduction to Sociology	Online	3	45	0	0

All course descriptions can be found in the “Course Description” section of the catalog

Additional Information	Acquisition of the Associates Degree combined with an existing Vocational Nursing or Practical Nursing License can open up additional opportunities for employment as an LVN or LPN, 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.

SUMMARY OF CHANGES

September 5th, 2024

- Updated Online Readiness
- Updated Students with Disabilities
  - Lactation Policy
- Updated: Violations of Academic Integrity
  - 3rd Party Language
- Updated: Credit for Prior Education
  - Transcript Submission Instructions
- Policy on Recording of Academic and Conduct Advisement meetings and other Personal Conversations Added
- Updated PTA Course Progression

August 5th, 2024

- Updated: Academics: Appeals & Grievances
- Updated: Admission Policies
- Updated: Student with Disabilities
- Updated: Determine Student Location
- Updated: Leave of Absence (LOA) Policy
- Updated: Credits for Prior Education
- Updated: Title IX Related Polices: Nondiscrimination, Sexual Discrimination, and Sex-Based Harassment
- Updated: PTA Prerequisites and Course Descriptions
- Updated: Student Code of Conduct
  - Disciplinary Actions for Violations of the Student Code of Conduct
- Updated: Make Up Policy for Allied Health Diploma Programs

July 1st 2024

- Updated: Students With Disabilities
  - ADA Coordinators
- Updated: 3rd Party Funding

June 14th 2024

- Updated: Credits for Prior Education
  - VN/PN Maximum Transfer Credits or Hours
  - International Transcripts
- Updated: Management and Staff
- Updated: Dismissal, Withdrawal & Readmission
  - Re-Entry Form Link Added
- Updated: Miscellaneous Policies
  - Housing Assistance
- Updated: Refund Policy
  - Refunds during the cancellation period

June 3rd 2024

- Updated: Medical Assisting Capstone Requirement
- Updated: PTA Admission requirements regarding positive drug test
- Updated: Career Services
- Updated: Title IX Coordinators

May 6, 2024

- Update: Behavioral Misconduct Policy
- Update: Physical Therapist Assistant Course Descriptions
- Update: Physical Therapist Assistant Admission Requirements

April 5, 2024

- Update: VA Benefit Information
- Update: VA Approved programs
- Removal: Visa Assistance
- Update: Late Submission and Extension Policy: BSN
- Update: BSN Grade scale
- Update: Externships and Clinical Training (Health and Liability Insurance for Nursing Students)
- Update: Background Checks & Drug Screening
- Update: Credit for Prior Education

March 20,2024

- Tuition Update: STRF Removed for all programs and campuses

March 12,2024

- Addition: Late Submission and Extension Policy: BSN
- Addition: AS-PTA Transfer Policy

February 22,2024

- Update: Course Descriptions
- Update: SAP policy clarification

February 6, 2024

- Updated Associate of Science in Vocational Nursing program tuition
- Update: Transfer Credit Recency Rules
- Update: VN Admission requirements (SLEQ)
- Academic Policy: “Termination Based on Failed Courses (non-Nursing Programs)”
- Update: Grievance and Appeal policy clarification
- Update: Student Code of Conduct

January 19, 2024

- Updated Associate of Science in Vocational Nursing program
- Moved previous Associate of Science in Vocational Nursing program to legacy
- Update to ASPTA Course Progression Requirements
- Update to Complaint Process language

December 27,2023

- Updated Grading Scale added
- Updated Course Descriptions
- Updated Locations and Programs approved by the Veterans Administration
- Updated Holiday schedule
- Updated Catalog Cover with 2024 dates

December 11, 2023

- Updated Admissions: Vocational/Practical Nursing Prerequisite Course
- Updated Admissions Polices: Applicants with a Deferred Action for Childhood Arrivals (DACA) Immigration Status (C33) Added
- Updated Admission: Associate of Science in Vocational Nursing

- Update Academic Policies: Credit for Prior Education
- Updated BSN Program: New Curriculum
- Updated Legacy Programs: Added BSN Curriculum
- Update Course Descriptions: Added new BSN courses
- Update Student Finance Policy: Collections

November 3, 2023

- Updated Tuition – effective 01/01/2024

October 13th, 2023

- Updated Plagiarism Policy: AI Student Policy Added

October 2nd, 2023

- Updated Attendance: Online Asynchronous Education Attendance Single Course LDA policy
- Updated Immunizations / Vaccinations
- Updated: Grading

September 5th, 2023

- Updated Background Checks and Drug Screening
- Removal of Grade Appeals
- Addition of the FYE100 transfer credit policy
- Updated Academics: Appeals & Grievances: Grade Appeals

August 7th, 2023

- Updated Admissions: Associate of Science in Vocational Nursing (ASVN)
- Updated Private 3rd Party Funding

August 1st, 2023

- Updated Campus Schedules

July 5th, 2023

- Updated BSN Program Admission Requirements
- Updated Physical Conditions Admission statement
- Updated Faculty
- Updated Title IX Responsible Employees
- Updated ALOA Policy

June 20th, 2023

- Added NATP Scholarship Information
- Updated ADA Coordinators
- Updated Vocational Nursing Prerequisite Course (VN PRQ)

June 5th, 2023

- Added Ranking System for Reentry to Externship

May 5th, 2023

- Updated Admissions: Associate of Science in Vocational Nursing (ASVN)

May 1st, 2023

- Updated Vocational Nursing Prerequisite Course (PN PRQ) Retake Attempts
- Updated Medical Assisting course code acronym to ASYNC/LAB
- Removed Legacy Program: Medical Assisting
- Updated Leave of Absence Policy

April 24th, 2023

- Updated Add/Drop Period
- Added Medication Math Policy

April 3rd, 2023

- Updated Administrative LOA Policy

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

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5 or by visiting https://osar.bppe.ca.gov/webapplications/apps/contact/index.shtml